DOCUMENT RESUME

ED 085 616 CG 008 520

AUTHOR	Mease, William P.; Benson, Loren L.
TITLE	Outcome Management Applied to Pupil Personnel Services.
INSTITUTION	Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	73
NOTE	119p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*Behavioral Objectives; Counselors; *Educational Accountability; *Management Systems; *Models; Needs; Performance Specifications; *Pupil Personnel Services; Reports; Success Factors
IDENTIFIERS	Title III

ABSTRACT

In response to the demand for accountability of pupil personnel services, this report presents a management model that capitalizes on the following concepts: self, others, outcome, management. In establishing the prerequisites for effective individual management of services, the report discusses needs assessment, outcome specification, effective planning for outcome achievement, and evaluation. The report provides practical application exercises that consist of writing need and goal statements, writing success indicators, identifying inhibiting and facilitating factors, identifying subpopulations, defining the environment, and implementing activities. Appendices include needs assessment forms for parents, teachers, and students. (LAA)

FILMED FROM BEST AVAILABLE COPY

outcome management applied to pupil personnel services

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED 085616

CG 008 520

Minnesota Department of Education
St. Paul

ED 085616

Code: XXXIII-A-35

OUTCOME MANAGEMENT APPLIED TO PUPIL PERSONNEL SERVICES

by

WILLIAM P. MEASE
LOREN L. BENSON

Edited by G. DEAN MILLER

This Hopkins School District project was made possible through funds made available under Title III of the Elementary and Secondary Act of 1965.

Division of Instruction
Pupil Personnel Services Section
Minnesota Department of Education

1973

14

INTRODUCTION

There has been a growing interest in accountability in the schools since the 1960's, and pupil personnel services staff, like other educators, are becoming responsive to this concern. Pupil Personnel Services and especially guidance and counseling programs evolved out of developmental psychology, psychological measurement, career development theory, etc., but there has been little or no confirmation of how well developmental needs are being met in the local school. This has lead to gaps in services provided by counselors to students, teachers, and parents; counselor time often has been spent in efforts not aimed at a specific guidance need. The result is that guidance programs have been somewhat loosely structured which makes it difficult to show accountability.

This publication, an expansion of a Hopkins Title III project under the Elementary and Secondary Education Act of 1965, is a first step effort by the Pupil Personnel Services Section to provide a model to tighten up the structure of pupil personnel services in local schools in order that specific needs can be identified and someone assigned to work on them. The success levels of staff efforts is considered, too, not only to provide feedback to the counselor but to show accountability for professional effort aimed at serving developmental needs. Additional state efforts in this important area are being planned and will be reported from time to time.

Pupil Personnel Services Section
Minnesota Department of Education

Illustrations by Verne Anderson

TABLE OF CONTENTS

I. About the Three of Us 1
The Focus 1
The Responsibility 1

II. A Perspective of the Problem 5
The Status of Accountability 5
The Past and Uniqueness of the Present 6
The Questions and the Focus 7
Tearing Down the Straw Horse 7
Checking Out Assumptions 8
Managing Outcomes and Pupil Personnel Services 8
Outcome Management 10

III. SOOM: A Positive People Approach 11
A Scary First Glance 11
Values, SOOM and Personal Growth 11
SOOM and the Self-Actualized Person 14

IV. Self-Other Outcome Management: An Overview 19
What Does SOOM Mean? 19
Self 19
Other 20
Outcome 20
Management 21
How SOOM Can Help Pupil Personnel People in Your District 21
Clarifying Self-Communication 22
Clarifying Horizontal Communication 22
Clarifying Vertical Communication 24
Clarifying Outward Communication 25

V. The Self in SOOM 27
What Aspects of the Self are Important to SOOM? 27

VI. Others in SOOM: Defining the Environment 35
The Place of Others 35
What Does One Need to Know About the Significant Environment to Improve Services? 35
Do the Self, Support Group, and Target Population Have Any Effect on Each Other? 37

VII. SOOM Analysis Guide I 41
Defining the Significant Environment 41
Steps in Population Identification 41
Three Basic Sections of the Environment 41
Target Populations 42
Support Group 42
Self or Personal Environment 44
Priorities: Target Populations 44
Why Not Do the Same Thing for the Support Group? 44
Congratulations 44

VIII. Others in SOOM: Planning and People's Needs 47
What's Involved in Effective Planning? 47
Do Management Techniques, Especially Planning Help to Make the Wanted Changes? 48
Why the Distinction Between Expressed Needs and Unexpressed Needs? 49
How Does This Need Tying Work? 49
Here Are Some Examples 50

IX. SOOM Analysis Guide II 53
Writing Need Statements 53
Needs 53
How? 53
Go Back to Your List of Target Populations 54

X. SOOM Analysis Guide III 57
Writing Goal Statements 57
How? 57
Characteristics of Goal Statements 58
Practical Application Exercise 59

XI. Needs Assessment 60
What Is It? 60
Things May Not Be What They Seem 60
How to Use Needs Assessment 62
A Summary 62

XII. SOOM: Other Specification and Mini Max 64
A Quick Review 64
Why Divide the Populations into Subpopulations? 65
Why Designate Facilitating and Inhibiting Factors? 66

XIII. SOOM Analysis Guide IV 69
Identifying Subpopulations 69
Further Specification 69
Designate Subpopulations on the Basis of Limiting the Target Groups or Individualizing Treatment 69

XIV. SOOM Analysis Guide V 73
Facilitating and Inhibiting Factors 73
Identify the Facilitating and Inhibiting Factors of the Target Population, Situation and Self in Relation to a Given Outcome 73

XV. SOOM Analysis Guide VI 75
Writing and Achieving Success Indicators 75
Designate Success Indicators for Each Written Goal ... 75
Example: Population — Students 76
Example: Population — Counselors 77
(or Teachers, Administrators, etc.)
Some Points About the Examples 77

XVI. SOOM Analysis Guide VII 79
Implementing Activities 79
Success Indicators 79
Implementation Activities 80
Some Points About the Examples 81

XVII. Individual and Organizational Use of SOOM 83
Individual Improvement of Services 83
The Manager and His Part 83
Organizational Goals 84
Continued Use of SOOM 85
Management by Objectives Bibliography 89
Appendix 91
Parental Needs Assessment 93
Guidance Assessment Student Questionnaire 95
Teachers Needs Assessment Questionnaire (Elementary) ... 99
Guide for Needs Assessment Survey 101
Teachers Needs Assessment (Junior High) 111

ABOUT THE THREE OF US: AN INTRODUCTION

The Focus

There is a greater need for effective pupil personnel services today than ever before. The increased complexity of educational and vocational planning; the rising instances of negative home situations; the moral pluralism characterizing our society; the rapidity of change; and the exponential explosion of information all indicate that students will need more, not less, help in coping with their own development in our society. Throughout the state and nation counselors, SLBP people, psychologists, speech therapists, social workers and others in pupil personnel are attempting to meet these needs. Their task is a difficult one, but their successes have been many.

It is both important and realistic at this time for us as personnel people to feel good about what we are achieving, yet, simultaneously, to assume that whatever we're doing can be done better. It is this perspective which we hope will permeate the reading of this monograph.

The problems facing us are both difficult and many. The alternative solutions are great in quantity, but relatively untested in quality. The situation is such that only a joint effort toward improving the effectiveness of pupil personnel work makes any sense. The myth of the expert as one with the answers should be put to rest. The reality of joint responsibility for problem solving within our profession must be recognized.

Due in part to the many pressing needs, there is currently brewing both concern and conflict as to the appropriate role for pupil personnel people. It seems that each "expert" has a new and different direction in which he would like to see personnel work move. Papers on the role of the counselor or social worker in the school abound. The result of these multiple messages is frustration, confusion and a rising need for increased clarity in the profession.

It is not within the realm of this monograph to join the fight as to which role personnel people should follow. It is our feeling that enough heat and too little light has already been generated around that issue. It is clear to us that everyone is doing something right. We feel that in Self-Other Outcome Management (SOOM) we have a tool which can help verify that fact no matter what your personal philosophy of pupil personnel work happens to be. The focus here then is not on roles, but on the way in which any role might be perceived and carried out most effectively.

The Responsibility

It seems that when material is printed and bound, it has an air of finality to it. It makes the authors appear as if they've discovered the answers to some significant problems. This almost forces the reader to make the dangerous assumption that somebody somewhere has it all figured out. As a result, there is no need for him to contribute to the material or expect that a good part of the solution may be in his own head. We would like to avoid these assumptions here by taking some time to talk about the three of us, the authors and you the reader.

Our goal is to make a positive contribution toward increasing the effectiveness of pupil personnel services. We find ourselves being dependent upon you in order to meet this goal. Just as you are dependent upon those you serve for your professional success we are dependent upon you. Rather than being experts with the answers, we perceive ourselves as individuals in the field who have made choices based on the assumptions that: 1) certain problem areas are more crucial than others at this time; 2) some ways of going about attacking these problems are more effective than others. Our major function is in narrowing down the field of concern. In this process it seems unlikely that all or most of what we have to offer will be valuable "as is" to you. You are the one who knows the personalities which make up the climate of your school district. It is you who can best judge what can and can't be adapted from the material presented. It is you who can contribute new and more effective ways of going about Self-Other Outcome Management in your own situation. You are the one who is sensitive to the risk level appropriate in your setting. It is you who will decide when, where or whether to act upon any of the principles presented. In a very real sense, you are the most crucial one of the three of us in relation to this material's value.

FRUSTRATUS MAXIMUS.
RECOGNITION:-CLOUDY IN COLOR. ANY SIZE. DIFFICULT TO SEE.
VOICE:-SUBLIMINAL NEGATIVE STATEMENTS.
HABITAT:-LIVES & BREEDS IN CONFUSED, INDECISIVE & FUZZY AREAS.
HABITS:-ACTIVE DAY & NIGHT WHENEVER ANYTHING HAS TO BE DONE.

Our function, that of concentrating on certain problem areas and a few solution possibilities, and your importance, lead us to a point where the three of us can work together to come up with something better than any one or two of us could have come up with alone. We realize that for each area we choose to concern ourselves with there are hundreds which we didn't write about. For example, choosing as a title for the monograph *Self-Other Outcome Management* (SOOM) means that we won't be talking about how to tour Europe on five dollars a day, the directional dance of the drone bee, or a million other topics. Simply by our choice of topic we have limited our concerns by a very significant degree. The same kind of limiting takes place as thoughts are developed throughout the monograph. We see this as dangerous in the sense that choice of other areas relating to the improvement of pupil personnel services might lead more directly toward helping certain individuals operate more effectively on the job. One of the ways in which this material might be of value then is in serving as a catalyst toward dealing with new and different areas of concern more relevant to you in attacking the problems at hand. By maintaining an awareness that choices are being made by the authors and that these choices may be "missing the boat" for you, it should be easier for you to take on the responsibility of defining clearly what choices would be the personally relevant ones.

We've already asked that you remain sensitive to the limitations implicit in these choices. The same holds true for the tools or means to solution presented under each area of concern. Again we ask that you generate new alternatives for solution or adapt some of those presented to fit your own needs and the needs of those you serve. Only by you taking on this responsibility can we avoid additional limitations which would hinder our joint effort at problem solving.

This monograph has been designed to facilitate your participation in its development. Throughout the material opportunities to adapt, personalize, add or change it are available. It is hoped that you will see fit to join with us in a meaningful way in an attempt to meet some pressing needs around us. None of us can cover the necessary ground alone. We just don't have the information, skill or time, and energy necessary. By working together we can maximize the use of everyone's energy and make some significant changes in our environment.

We are enthusiastic about what we have to offer. From our own and others' experiences we've learned some very effective ways to attack the most crucial (in our judgment) concerns facing pupil personnel people today. We've had the opportunity to witness these and other tools in action in different parts of our state and nation and feel that we have a sense of some of the problems and possibilities they encompass. We have never seen a perfectly operating group of pupil personnel people nor do we expect to. We have seen individuals gaining different degrees of personal satisfaction from their professional activities as well as demonstrating degrees of effectiveness related to achievement. We take on the responsibility of presenting as appropriately as we can what many feel are effective ways of meeting the challenges of pupil personnel work in the seventies.

We hope that you choose to participate throughout this material. Below is the first structured opportunity to do so. It is the first step in our joint effort.

Please spend a minute or two to think about and respond on a separate sheet to the items below:

What do I want to have happen as a result of my spending time with this material? (Be brief if you like. Just writing down a few key words might be helpful.)

On the scale below I will let myself know how much responsibility I'm willing to take to make this material meaningful. (Circle one Number.)

1	2	3	4	5	6	7	8	9	10
None.				Half.					All of it.
You got paid to write it. You make it meaningful.				I'll give it a go. If it makes some sense I'll do my part.					I don't care how poorly you guys present it. I'm going to get some ideas from it no matter what.

A PERSPECTIVE OF THE PROBLEM

The Status of Accountability

Recently Peter Drucker *(1972)*, writing in *Psychology Today*, included in his recommendations for "Education Around the Bend", "One way or another, education must become accountable for performance. I do not know how one measures performance in education. First you have to know what the objectives and goals are".

His words are representative of many both within and outside of the field of education. Friend and foe alike have, for a number of years, made similar strongly worded recommendations that in some manner, we in education be held responsible. There appear to be several powerful forces behind this cry for accountability.

The pocket book—property taxes (as you well know) have zoomed to the point of many citizens, especially the elderly, being taxed out of their homes. Since approximately 40% of most of this type tax goes to fund educational institutions the frustrated taxpayer has found a "whipping boy" he can actually affect. Taxpayers are organizing and demanding that this seven billion dollar a year industry be accountable for some definite results.

False equality — the Coleman Report, Silberman's *Crisis in the Classroom* and other documents have focused upon the fact that equality in education is a sham. Schools have simply been unable to produce desired results in basic academic areas (especially in lower socio-economic districts), causing many questions to be asked about the effectiveness of the total public school system.

Public school failure and business — the failure of public education to prepare individuals with the skills needed in business at the most basic levels has caused business and industry to enter into the educational sphere itself. This movement has now reached major proportions with more than forty private firms in the education business alone.

Students and a moral-legal perspective — as never before students are asserting their rights as individuals based upon an increased valuing of the person in any individual-organization conflict. They are backing up this stance with competent legal help and have challenged and oftentimes defeated school boards in previously untested (and unexamined) areas of school authority. This has resulted in a basic challenge to some time worn assumptions as to the functions and priorities of public educations.

Education for what — individuals such as, Carl Rogers, John Holt, James Herndon, Alvin Toeffler, Buckminister Fuller, Charles Silberman, John Gardner, Ivan Illich and Edgar Friedenberg are questioning and/or attacking public education on humanistic, futuristic, organizational, philosophical and pragmatic grounds. They say in one way or another that the times have changed, but public education hasn't. If it is to survive, public education must make some dramatic changes within the next decade.

These appear to us to be some very powerful forces which have the potential to effect everyone associated with public education. Pupil personnel

people are being asked to both legitimize what they're doing and the effectiveness with which they're achieving it. This in itself is nothing new. The scope, depth and intensity of such questioning, however, is unparalleled in recent history. Pupil personnel people are achieving significant outcomes and do have a legitimate place in the educational enterprise. We could, however, jeopardize this achievement and this standing if we fail to communicate accurately what we are accomplishing. Accountability is, in all probability, here to stay. Let's begin to deal effectively with it.

The Past and Uniqueness of the Present

A quick backward glance might help us understand the concerns of the present and see potential directions for the future. Many services which fall under the umbrella of Pupil Personnel Services have struggled to carve out their sphere of influence within the educational community. Specialties such as social work, guidance, and psychology, for a variety of reasons, typify this struggle. These various specialties did not establish themselves at the same period of time within the school setting. They arrived at different times in response to rather specific and differentiated needs.

School social work, for example, first began about 70 years ago in Boston. Their services, often called "visiting teachers" originated from a mutual need faced by both social workers and educators. Visiting teachers were needed to work with truant students and social workers needed the help of the school in aiding deprived children (Lide, 1962). There was fairly solid agreement that a need was being met by the position and general consensus on what the need was.

Counseling and Guidance, now generally acknowledged as indispensable at all levels of education, began as a response to the needs of secondary school youth and those entering the labor market as our nation shifted from the agricultural age to the industrial age. The technical advances at the turn of the century which originated in the industrial revolution produced new complexities in the work-a-day world which made occupational choice and planning difficult and confusing. Guidance activities in the schools grew slowly until the period after World War II, but then increased dramatically in the Sputnik era. The special emphasis given counseling and guidance was perceived as a national need for the utilization of talent — for survival — as implied by the legislation, the National Defense Education Act — NDEA. Again, the need being met seemed clear in most minds and the services appeared legitimate.

Although psychological services began to appear in large city schools at about the same time as did social work and guidance services, their growth was not nearly as rapid. Only 520 psychologists were reported to be employed by schools in 1950 (Lide, 1962). Initial needs centered around the child study clinical function and remain quite similar today. They devote a majority of their time dealing with needs relating to individual cases having learning and psycho-social problems. Like the other specialties in Pupil Personnel, psychologists have faced a continuous struggle for their place in assisting children within the educational enterprise. The struggle, however, has been rather clearly centered around the relevance of the need area, not the nature of the outcomes.

Today the scene has changed for all in pupil personnel. Compounding and shifting needs have muddied the waters of purpose. The job placement needs of the early 1900's may have changed in part, but the human development needs of the 1960's have been added to them. Dealing with truants still consumes much effort, but working with the truant's family has been added onto this. So it goes down the line. The situation is such that personnel people must make choices as to which of a variety of needs will be top priority and which will be lower in priority. Each need area has its particular constituency which results in a tough examination of not only these priorities, but of what is actually accomplished in each priority area. The value pluralism present in our society today makes the questioning of certain priorities less than an academic exercise. The tax pressure makes the questioning of outcomes just as real and vital an issue.

Guidance, over its years of development, has been actively involved in role descriptions and evaluative activities. We will hopefully be able to respond to these new requests for additional data about the effectiveness and outcomes of our services. The responsiveness of guidance to the public is not new. However, new procedures are needed to more effectively communicate activities and outcomes chosen among the plethora of possibilities.

It is our belief that we will either deal effectively with this accountability issue ourselves or we will be instructed, in perhaps more restrictive terms, by others to meet unrealistic criteria for success. Self-Other Outcome Management (SOOM) includes processes through which we can productively meet the requirements of accountability. Individuals within pupil services must seek reasonably objective evidence that allows them both to answer questions for themselves concerning effectiveness of outcomes and communicate this data to the groups concerned.

Do we know what we really want to do and accomplish? How does this correlate with what needs to be done? How will we know whether we've done it or not? This monograph is devoted to outlining processes which hopefully will lead us to answers to these questions. Emphasis will be placed upon: 1) needs assessment; 2) outcome specification; 3) effective planning for outcome achievement; and 4) evaluation; all within the framework of Self-Other Outcome Management.

The Questions and the Focus

Tearing Down the Straw Horse

Let's be realistic right from the start. We will never include a totality of any given specialty area by listing outcomes. We can only hope to specify significant parts of broader goal areas. Many of the goal areas within Pupil Personnel Services are very difficult to quantify. Authorities will differ

on the priorities of expected outcomes. But, we can communicate our priorities within the many need areas which have been subscribed to our pupil service area. We can communicate clearly certain outcomes for which we hold ourselves responsible. Let's do what we can as effectively as we can, and not balk at the straw horse of totality.

Checking Out Assumptions

We would like to share with you some of the assumptions underlying what we have chosen to call Self-Other Outcome Management (SOOM). Compare these with your own current thoughts so that clarity might be present at this the most basic level.

1. Pupil Personnel Services must utilize decision making processes which are based upon rational, objective information, yet which remain humane and people oriented. Decision processes must provide for the greatest positive potential for both populations served and those doing the serving.

2. Any tool for effective management will be successful to the extent it encompasses rewards for the user. In other words, if you don't like to use it it simply won't be used — period.

3. Professional people operate more effectively under a system including high degrees of freedom as opposed to one based most consistently on directives from above. (The extension of this assumption boils down to a slight modification of McGregor's Theory Y assumptions concerning human nature).

4. Pupil Personnel Services must make difficult choices in the years ahead. Some choices have survival consequences. Others are not quite so crucial. The clearer we can be about the outcomes we are striving for the more adequate our choices will be.

Let's get started on the journey of looking at processes through which some crucial issues might be clarified and resolved.

Managing Outcomes and Pupil Personnel Services

A perspective on the managerial applications for Self-Other Outcome Management is needed to examine the relationship between the Pupil Personnel Worker and his superiors. If the benefits of this process don't make sense to both, it probably won't have much impact.

In presenting this material, we have been influenced in several ways in our thoughts about outcomes and their appropriate use. These influences include: a) our discussion with Dr. David Kiersey at Fullerton State College

in California, b) our own experiences (both successes and failures) in conducting a Title III ESEA project counseling and guidance via management by objectives, c) McGregor's book "The Human Side of Enterprize" (1960), and d) to some degree a book edited by Beck and Hillman, *A Practical Approach to Organization Development through MBO* (1972).

McGregor, (1960, page 33), suggested that the following assumptions about human nature undergird Theory X.

1. The average human being has an inherant dislike of work and will avoid it if he can.
2. Because of this human characteristic of dislike of work most people must be coersed, controlled, directed, or threatened with punishment to get them to put forth adequate effort toward achievement of organizational objectives.
3. The average human being prefers to be directed, wishes to avoid responsibility, has little or relatively little ambition and wants security above all.

Theory Y assumptions include:

1. The expenditure of physical and mental effort in work is as natural as play or rest.
2. External control of threatened punishment are not the only means for bringing about effort toward organizational objectives. An individual can exercise self-direction, self-control in the service of objectives to which he is committed.
3. Commitment to objectives is a function of the rewards associated with their achievement.
4. The average human being learns under proper conditions not only to accept but to seek responsibility.
5. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population.
6. Under the conditions of modern industrial life, intellectual potentials of average human beings are only partially utilized.

These two sets of assumptions, and he fully realizes that neither has been finally validated, have totally different implications for managerial strategies.

Theory Y is much more consistent with the existing knowledge in social and behavioral sciences than the assumptions of Theory X. The assumptions under Theory Y are also congruent with the general philosophical tenents of the specialities within pupil personnel services. For the pupil personnel worker it should be evident that the assumptions undergirding Theory Y point to the fact that the limits on human collaboration in the organizational setting are not limits of human nature, but are the limits of management's ingenuity in discovering how to realize the potential represented by its human resources. Conversely, Theory X offers an easy rationalization for ineffective managerial or organizational performance. If employees are ineffective, unwilling to be responsible and cooperative or creative, Theory Y suggests the responsibility is in the methods of the process used to motivate within

the organization. It was our observation that school systems in California that had implemented some kind of accountability system which emphasized management by directive or Theory X were having extreme staff difficulties in getting the system going and maintaining morale. Those who had struggled with these problems and realized that management by results was a basic tool, appeared to have a much more positive, active school climate and seemed to be effective with both students and staff.

Outcome Management

When we talk about a manager in SOOM we are describing particular ways one organizes a given service. Any person who carries out responsibility for coordinating, leading or directing activities is a potential manager. For example, he might be a building guidance coordinator, a counselor, chairman of the Clinical Speech Section, SLBP teacher, a speech therapist, a coordinator of Pupil Personnel, a social worker or a special education director or principal (or his assistant).

Naturally if a whole school system were to use an outcome management system such as SOOM, every staff member regardless of position would be involved. Ideally this would maximize participation and committment relating to intended outcomes. To expect this level of involvement to occur within the first few years of initiation of the SOOM concept would be totally unrealistic. Probably only after direct observation of the application of an outcome management system would some individuals choose to participate.

This monograph focuses on the initial skills and to a lesser degree the attitudinal set, necessary for an *individual* to improve his management of services. Difficulties in *organizational* implementation of a management system, such as readiness assessment; determining a starting point; developing a complete set of accountability statements; acquiring skills of performance reviewing and negotiating key objectives are not covered in any detail. More extensive contact with knowledgeable individuals in the management consultant field are needed in these latter areas. We do not pretend, then, to offer a management system for an organization, but merely the prerequisites for effective individual management of services. (See addendum for additional suggestions).

SOOM: A POSITIVE PEOPLE APPROACH

A Scary First Glance

"How am I going to be able to use success indicators (objectives) to define what I hope to accomplish? Not everything I do can be measured. The main observable outcomes are going to have to effect the nature of my goals, restrict them. I'm no behaviorist and no one has the right to force me into that mold. It's just not the way I work best. There'll be no growth in it for me if I've got to be restricted, forced into this newest fad."

Values, SOOM and Personal Growth

These are some concerns we have had as we began to apply SOOM techniques. If it can't facilitate personal growth, more meaningful contact with colleagues and students and aid each individual in some way to be an effective helping person it isn't worth the effort. Can SOOM facilitate these kinds of results in the area of pupil personnel services?

Leaders in the field of educational change consistently show concern for the place of values in education and personal growth. Abraham Maslow (1964) states the case thusly, "The ultimate disease of our times is valuelessness . . . this state is more crucially dangerous than ever before in history;" Carl Rogers (1969, p. 87) in *Freedom to Learn*, describes through his own theory of personality some of the major stumbling blocks to an effective individual valuing process. He indicates that we do not value things organically, that is, congruent with our experience. Instead our values are often introjected from significant others, they are not our own. To become growing, "fully functioning persons", we need to return the locus of valuing back to our individual selves (p. 251).

Besides the psychological dynamics mentioned by Maslow, Rogers, and others there are some more readily observable reasons for not being organically valuing individuals in our own situation. The daily press of business as usual simply doesn't allow for much time to clarify what our basic values are, much less where they come from. The theories we were taught in graduate school and to some degree accepted as our own have easily gone relatively unexamined simply because the opportunity to re-examine them is not (or has not been made) available. The things we do for students become habitual, remain unexamined as to the value component of their outcomes. In general we are not clear enough on what those outcomes are to even begin to assess their value components. In short, our lives and professional functions do not contain any structure which enables us to return to an individual locus of value clarification.

How does all of this relate to Self-Other Outcome Management? A SOOM program provides a structure for this type of value clarification. It holds within its processes the necessary preconditions for clarity in valuing as well as feedback mechanisms to give accurate data on the relative worth of value choices. Let us clarify the above a bit by referring to two authors concerned with values, Charles Morris and Sid Simon.

Morris, in a book entitled *Varieties of Human Values* (quoted by Rogers, 1964, p. 241) talks about "operative values". This is one way to look at values based solely on what the individual chooses in given situations — on his behavior. Walter Thomas (1970) stated this type of approach to value clarification beautifully by observing, "If you want to know where an individual's values lie, look at his checkbook". Do you spend twenty dollars a month on liquor (your lawn, clothes, etc.) and five dollars a month on your favorite charity? SOOM gives us a helpful checkbook of our professional activities. This checkbook's purpose is not to satisfy the needs of the men from the Internal Revenue Service, but to facilitate a look at alternative areas or modes of action by first giving us a sense of exactly where our behavior indicates our values lie. It offers the tools for us to see if the values we've exhibited are congruent with the values we want to exhibit. An opportunity for personal growth.

Raths, Harmin and Simon, through their workshops and the book *Values and Teaching,* have given us what seems to be the most exciting and currently applicable framework for value clarification. Because of these characteristics and the familiarity of their work to many of us, we have chosen to use some of the format presented in *Values and Teaching,* to draw some parallels between SOOM and value clarification.

Raths, Simon and Harmin specify three processes and seven criteria which if applied and met define the valuing processes and values themselves.

The processes and accompanying criteria are as follows:

1) Choosing,
   a. freely,
   b. from alternatives,
   c. after thoughtful consideration of the consequences of each alternative;
2) Prizing,
   d. cherishing, being happy with the choice,
   e. willing to affirm the choice publicly;
3) Acting,
   f. doing something with the choice,
   g. repeatedly, in some pattern of life. (*Values and Teaching,* p. 30.)

As mentioned earlier, there are many stumbling blocks to even beginning these processes. Just as you can't choose among values before you are aware of them and have clarified them, you can't choose among given educational objectives until you've gone through this same awareness and clarification. SOOM facilitates and structures these processes of awareness and clarification by beginning with broad areas of concern and specifying them to the extent that they can be related to daily activities and their results. The prerequisite processes to choosing, awareness and clarification are structured into SOOM.

Is the choosing done freely? It is our belief that free choice of objectives and basic philosophy elements is crucial to gaining individual commitment to move toward related objectives. This is done not only because of a basic trust in individual worth and capability, but also in response to research on the results of individually initiated as opposed to imposed goal setting practices and the value of independence for professionals. Free choice is restricted to some extent by the broad parameters of responsibility related to requirements of a pupil personnel services division. This is, however, a function of SOOM dealing only with the "professional realm" of your life space and not to the processes contained with SOOM itself.

Is the choosing done from alternatives? SOOM as we have developed it, is concerned with the horizontal, vertical, outward and inward dimensions of effective communication. The inward dimension involves the prerequisites to choosing (awareness and clarification) resulting in a self-clarification of objectives. The horizontal, vertical and outward dimensions relate to the issue of choosing from alternatives. SOOM from the outset allows us to share basic elements of philosophy to an extent not approached by our previous organizational structure. This continual sharing is seen as a crucial benefit of SOOM and is emphasized throughout its application. Increased awareness of alternatives is also an implicit result of the managerial aspects of SOOM — identification of populations, needs assessment, services-needs comparisons, objective priority statements and problem solving meetings. These will be explained more fully later.

Is the choosing done after thoughtful consideration of the consequences of each alternative? Choosing objectives requires special consideration of consequences in SOOM. First of all SOOM helps us to clarify just what these consequences might be. It helps us to focus on the worthwhileness for the students through an emphasis on needs assessment and outcome measures. Through identification of population indirectly effected by our actions we can gain a much broader perspective of what those consequences might be. It helps us to see the consequences of time spent in one activity in relation to detracting from time spent in another. It helps us to assess our own priorities in terms of effort expended and personal satisfaction achieved. In general, SOOM facilitates a more accurate and broader awareness of the consequences of our choices.

Will we prize, be happy with our choice? Given the greater number of alternatives to choose from, a more adequate knowledge of the consequences of each alternative, a more accurate knowledge of from whence this alternative came (from needs assessment) and freedom in your choice of alternative, it would seem that such a wealth of information would certainly facilitate your being happy with the choice you've made. In addition, the objective setting procedure involves looking at ways in which you might make this choice a functional reality by providing a structure to facilitate thought on means to accomplishing this objective. Happiness with your choice can never be guaranteed, but the possibility is certainly maximized within the structure of SOOM.

Do I prize my choice enough to affirm it publicly? Public affirmation in the form of sharing thoughts, philosophies and objectives for the purpose of greater clarification of communication has already been mentioned. The

previously mentioned benefits of SOOM do a great deal to aid each of us in this form of public affirmation. In addition, the "ethos" of looking at each objective as a possible alternative to our own, as opposed to feeling the need to defend our own choice at the cost of distorted perception, further guarantees that public affirmation will be a result of prizing, desire to share and desire to learn from others' chosen alternatives.

Do I act, do something with my choice? Acting on the choice is, of course, a crucial part of SOOM. The first step toward acting on it, the outlining of a tentative course of action with given deadlines for separate activities related to this choice, is a natural outcome of the objective setting process. Each individual will also have the benefit of knowing how others are planning to act on the same or similar objectives by virtue of the increased effectiveness of horizontal communications.

Do I act repeatedly, in some pattern? SOOM facilitates the knowledge of both how much you've acted in relation to a given objective and the goal to which it is related. A series of objectives are related to each goal. This more or less guarantees that there will be repeated action in given patterns related to these broader goals and to many of the individual objectives. By structuring in an awareness of the relationship of objectives to goals SOOM facilitates repeated action (to differing degrees of course) and a more concrete awareness of how each action fits into more general categories of direction. Most objectives themselves will require repeated action, all goals will.

In summary, the elements and processes which make up SOOM facilitate the change from a relatively "value naive" to a "value clarification concerned" group of individuals. It provides us with a definite structure within which to grow both professionally and personally. It is a first and very crucial step in the examination of our own humanistic concerns and our ways of enacting these concerns. It provides, in short, a structure to aid in a crucial area of our own growth and development.

SOOM and the Self-Actualized Person

At a somewhat more abstract level these same SOOM characteristics guide our perception in the directions attributed to the self-actualizing person. In the book, *Third Force: The Psychology of Abraham Maslow*, Frank Goble relates Maslow's ideas on the perceptive modes of the self-actualizing person. He states that, "these full mature individuals perceive in two ways: contemplatively (Being-cognition) and decisively" (p. 26). Being-cognition is a non-judgmental mode of perception. It is a receptive type of cognition very closely aligned to the objective understanding and awareness of alternatives to one's own choices mentioned above in relation to value choice. SOOM facilitates this type of cognition by

fostering a non-competitive examination of alternatives through which the roles of teacher and learner are fluid in horizontal, vertical, and outward dimensions. This is not enough however, it may by itself lead to "too great a tolerance, too much indiscriminate acceptance". Not until we perceive decisively do we have the grounds for planning, action and a mature awareness of the relevance of our choice. The decisive mode of perception is aided by both managerial and value clarification elements within SOOM.

Thus, in both the areas of value clarification and perceptual modes SOOM presents a definite framework for personal growth. But what about the use of behavioral objectives in SOOM? Isn't this going to inhibit this growth, restrict what we can do, force us into a mode of expression which we feel is just not right for us?

Behavioral Objectives, Caring for Others and Personal Freedom

To many, the least attractive part of a SOOM approach is the writing of behavioral objectives. They feel that it is too restrictive, too cold, and too foreign to their outlook to be of value for them. In addition, behavioral objectives are supposed to be just plain hard to write. Let's take a look at behavioral objectives as we will be using them and some of these objections.

In our model, behavior objectives take on the form of "success indicators". That is, they help us answer the question of "How do I know if I've achieved a broadly stated goal?" It is a means by which we further clarify our goals, nothing more and nothing less. They are measurable and time related success indicators. They give our goals more relevance and meaning in our own minds. In a recent article Ralph Ojemann (1969) stated the case for behavioral objectives this way, "Can we go on in education without having objectives so meaningful that all concerned with the educative process in any setting . . . can communicate with one another about what they are trying to accomplish?". A first step in what Ojemann is talking about is communicating our objectives more clearly to ourselves.

Do behavioral objectives represent some kind of new dimension, somewhat busy-work related, that will take us far away from our accustomed mode of thinking? We think not. It only represents a clarification of the way we already think and evaluate. An article by Jackson and Belford (1965), which has little if anything to do with behavioral objectives on the surface, points out the natural aspect of depending on our perceptions of another's behavior to evaluate ourselves. They found that the better teachers' feeling level of success is based upon the behavior of the students in terms of interest

shown and involvements evidenced, not the formal test results. It was the daily activities (the same type which can easily be designated as success indicators) which gave them their cues of personal success.

Secondly, there is a simple fact which we sometimes tend to ignore. That is, the only way we know what's happening on the inside of someone else is to infer from what's happening on the outside. This is true from the use of the electrocardiogram in medicine to the use of behavioral objectives in counseling. John Holt, one of the current writers calling for a more effective humanistic education, identifies himself with an almost irrationally voracious anti-behaviorist stand. Yet, in *How Children Fail,* (Holt, 1964) he gives us this beautiful example of the naturalness and increased effectiveness in communication involved in thinking in behavioral terms:

> It may help to have in our minds a picture of what we mean by understanding. I feel I understand something if and when I can do some, at least, of the following: 1) state it in my own words; 2) give examples of it; 3) recognize it in various guises and circumstances; 4) see connections between it and other facts or ideas; 5) make use of it in various ways; 6) foresee some of its consequences; 7) state its opposite or converse. This list is only a beginning; but it may help us in the future to find out what our students really know as opposed to what they can give the appearance of knowing, their real learning as opposed to their apparent learning (137).

Here Holt is not only using behavioral criteria to determine the extent of others understanding, but of his own. For somewhat differing reasons Carl Rogers (1969) has written recently that, "I realize increasingly that I am only interested in learnings which significantly influence behavior" (p. 153).

Several points come to mind in summation: 1) stating objectives in behavioral terms is a quantitative (greater specificity) and not qualitative difference from our current mode of thinking. As a result it requires no major change in attitude or philosophy. Individuals are expected to communicate more effectively just what it is they're doing regardless of one's philosophical view. 2) Personal freedom is increased to the extent that we gain a clearer understanding of just what it is we are doing and relate that to what we thought we were doing or would like to do. Once we see to what extent we've met our success indicators we have greater freedom, uninhibited by previous habit or theory, to try, within ethical limits, whatever works best. In short, increased knowledge of our personal goals and the extent to which they are being achieved leads to increased freedom in both choice of goals and means to achieve them; 3) given the naturalness of this process success indicators should not be difficult to designate.

Upon examination it appears that personal freedom is not restricted, no philosophical base is dictated, the means will not determine the ends anymore (probably less) than in the past, clarification through success indicators is not foreign (qualitative difference) to any of our outlooks, and the designation of success indicators since it is a formalization of our natural mode of thinking, should not be a stumbling block. It facilitates personal growth and increased clarity in valuing and communication. It is a human system in that through freedom, specificity and responsibility it enables us both to

be non-judgmental in our perception and yet decisive in our synthesis. Success indicators enable us to combine the two elements in Maslow's "Eupsycnian Management", greater freedom and greater responsibility, to aid in the personal growth of each individual involved (1965).

An anti-people approach? Any structure can be used for any purpose. It would seem, however, that the SOOM approach as we understand it, lends itself at every instance to being an effective tool for personal-professional growth and effectiveness.

SELF-OTHER OUTCOME MANAGEMENT: AN OVERVIEW

What Does SOOM Mean?

The Self

SOOM stands for Self-Other Outcome Management. It is fitting that the first word in this title is Self. It is the individual, not the process which looms largest in effecting positive change in the field of pupil personnel. Yet, we find that the uniqueness of our area often contributes to the omission of this all important variable.

As people in the helping professions we can very easily get locked into a position where we continually focus upon the needs of others at the expense of meeting some very real needs of our own. Each of us have needs other than to be needed and helpful which must be taken care of in our professional setting. Be it a need for sharing with colleagues, variety in clientele, special closeness with department members, or freedom of action, there are areas in which we must meet personal goals to maintain or increase our professional effectiveness. The ease of self omission was brought home to the authors after we sat down and attempted to identify individuals and groups who had some needs which we would try to meet with our services. We quickly discovered that we had left out one important element, *ourselves*. We were witness to the same occurrence in two other situations where department members were identifying needs of those whom they served. In all three cases to proceed without recognizing legitimate needs of ourselves would have resulted in less effective services to others.

We simply can't count ourselves out. Even though our job focus dictates that we look continually at the needs and necessary outcomes of others we must remain consciously aware that we ourselves are our most important resource in the daily performance of our professional responsibilities. It is our assumption that everyone must gain personal rewards on the job, a type of "psychic salary", before we can approach full potential effectiveness in serving others. The SOOM methodology incorporates this concern for Self at all levels.

Make a quick list of the things you would like to get out of your professional work. The list could include absolutely anything important to you including vacation, money, a feeling of growth, giving, etc. The only requirement is that they must be things that you want to get out of your job.

Other

One of the beauties of our profession is that it implicitly demands that we be sensitive to the needs of others. It is they we are charged to help. As a result, outcomes achieved by others are the best indications we have of our own job performance. The authors of this monograph, for example, are dependent upon actions of the readers for indications of success or failure in the task of producing this manuscript. Like it or not, the job of each pupil personnel person is to facilitate change in others.

No counselor, speech therapist, social worker, school psychologist, SLBP teacher or nurse we know of hopes that their contact with a student, teacher or parent will result in absolutely no change. Our greatest success stories involve something a given student, teacher, or parent was able to accomplish after our intervention. Our most notable disappointments usually involve the failure of one of these "others" to accomplish some particular feat after our intervention.

School boards too are beginning to recognize *Others* as the major point of evaluating job performance of educators. SOOM methodology includes techniques of identifying significant others and facilitating their outcome accomplishment.

To make some personal sense out of the above write a brief example below of how you have been judged professionally by an outcome someone else has achieved.

Example: After working with a student who was using drugs consistently during school hours he found some more acceptable way of dealing with some of his problems. Teachers commented immediately on his positive change in attitude in class and attributed some of this success to the counselor.

Yours:

Outcome

The key word in SOOM is *Outcome*. It reflects a focus on what "comes out of" functions as opposed to what goes into them. Job descriptions and role definitions are fine as far as they go, but they don't go beyond what we do. They never are clear about what results from what we do. *We are concerned with what pupil personnel people cause to happen as opposed to what they do.*

Talking and thinking in outcome terms makes a critical difference in many directions. Outcomes can be expressed in many ways with many different degrees of specificity. SOOM includes two different ways of expressing outcomes and an innumerable amount of ways to use them. *Outcome* thinking in relation to *Self* and *Others* is an important part of SOOM.

To get a feel for the difference between activities and outcomes name one activity and what happened as a result of that activity (outcome) in your job recently.

Activity	Outcome
Example: Sent out a newsletter to parents	Three parents called to seek more information on newsletter items
Yours:	

Management

The final element in the SOOM approach is *management*. Management centers around three areas, the planning which goes into the achievement of outcomes, the implementation or how the plan is put into action and the evaluation or feedback used to improve the effectiveness of services. By improving techniques in each of these areas we increase the possibility of achieving the outcomes we've chosen for ourself and others have chosen for themselves. Management techniques in these areas can help us operate more effectively.

In summary, SOOM is not a new thing to do, it is a tool for doing things you already do while gaining more payoff or psychic salary for it. By thinking in terms of outcomes for both ourselves and others and by becoming more skilled in ways to reach these outcomes, we can open the door for more effective performance and greater personal satisfaction within our working life.

How can SOOM help Pupil Personnel People in Your District?

SOOM can be of help in several ways. Have you ever heard anyone in your district say something like, "sometimes I feel like I'm just spinning my wheels around here. I'm into so many things I don't feel like I'm getting anything done," or "Gee, I wish I'd known you were working on that too, I sure could've used your help," or, "How could I know he was expecting me to take care of that," or "What do they mean they don't know what

I'm doing, I wrote up a job description". Each of these statements is an indicator that some fuzzy communication is taking place. SOOM at its most basic and crucial level can be of help in clarifying communication on Self, Horizontal, Vertical and Outward dimensions.

Clarifying Self Communication:

In a profession where the rewards are rather abstract at times, being able to clarify some areas in which we can monitor our progress and effectiveness is valuable for self maintenance reasons. We need rewards and evidence that we are accomplishing something. This may involve setting personal priorities so that we are clear as to where we feel our energies should be directed. It may involve clarifying some of the assumptions we have held about our professional goals. The emphasis on outcomes in SOOM gives you a clearer idea of where you want to get to. The work with management techniques provides some new alternative ways of getting there.

Being clear about what it is we want to achieve is the first giant step toward achieving it. The greatest difficulty in achieving this clarity is that everyone has "some" idea of what it is they want to accomplish. In relation to accomplishing that "something" this is the equivalent of having some idea of the distance to the moon when you're trying to decide how much fuel to allow for. The more clearly you identify the outcomes you wish to achieve the greater the chances are that you'll actually achieve them. SOOM can be helpful in this process.

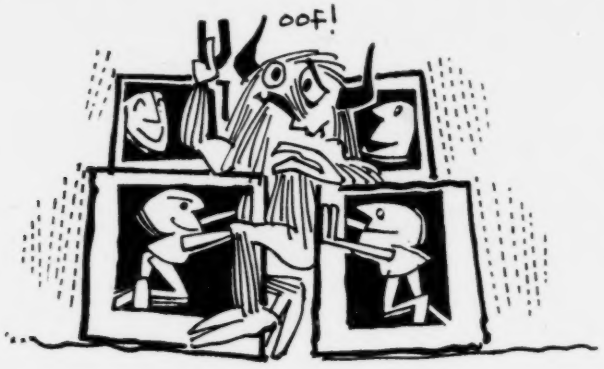
> Take a minute out to list the three outcomes which you feel are the first, second and third priority on the job. This is a first step in clarifying job elements for yourself. The priorities must be labeled in order of importance.
>
> My top priority outcome is . . .
>
> My second priority outcome is . . .
>
> My third priority outcome is . . . .

Clarifying Horizontal Communication:

A major problem in most districts is the failure to communicate what is being done at one school to individuals attempting or beginning to attempt to do the same thing at another school. The same failure holds true even

within particular schools where often times one pupil personnel person will be working independently on a project just completed by another. As a result, we re-invent the wheel many times a year. The situation is even more exaggerated in the case of itinerant workers, such as, nurses, psychologists, speech pathologists and other pupil personnel people not assigned to a specific building. We often work with the same students for quite similar purposes at times even on the same day, without knowing too much about what the other pupil personnel person has done or is doing.

In addition, our failure to communicate horizontally (to other pupil personnel people throughout the district) inhibits the development of a support system within the district or school even when individuals are working in the same area. Innovative ideas tend to remain within the walls of the school in which they were originated or, worse yet, in the mind of the originator. Efforts to combine our resources, to identify problem areas, and effective means of problem solving are inhibited. As a result, the potential human resources available in our department are somewhat stifled.



Pupil Personnel Services as a department tends to have little if any *unified* impact in most districts. By focusing both on outcomes for yourself and for others we gain a very simple way of disseminating any parts of this information we care to share. By distributing such concise information we leave the door open to more sharing and thus effective use of our own and others' resources.

> To gain a sense of how effective the horizontal communications are in your district list the name of one other student personnel worker in another building. Write down what you think this individual's top two priority outcomes are. When you get a chance check your guesses out with the individual involved.

Clarifying Vertical Communication:

Current vertical communication patterns, both ascending and descending are probably less effective than the horizontal patterns just mentioned. Everyone is extremely busy, but no one is quite sure what the other members of the organization "above" and "below" them are busy about. Counselors in a department are often unsure what the head counselor (outside of attending meetings) is attempting to achieve. The head counselor, the speech and SLBP chairman, the social workers and everyone else is unsure about the desired outcomes of the Coordinator of Pupil Personnel Services. There is another sense in which vertical communication is important.

Most districts have little, if any coordinated program K-12 of pupil personnel services. What this means is that many gaps in services develop along with many overlaps. For the most part we have little knowledge of whether our services in the junior high are dealing with needs already met in the elementary schools or whether the senior high school pupil personnel program is two jumps ahead of where the junior high program

> To check on the vertical communication in your situation write in the space below the two top outcomes your immediate organizational superior expects from your work. Write in one area of possible overlap between the services you provide and that provided by a school in your district serving either older or younger students.

has left students. The situation is somewhat similar to giving cars a tune-up when some of them have just been tuned up and others are still missing major parts. It doesn't lend itself to an effective performance of services.

SOOM can help clarify vertical communications both in the organizational hierarchy and in the developmental sequence of the students being served. Some alternative ways of achieving a vertically coordinated program and clearer communication with an organizational superior will be presented in a later section.

Clarifying Outward Communication:

The problem with communication moving outward is basically one of inadequate quantity and scope. We have done a rather effective job of not letting the community, faculty members, board of education members and others know just what it is we are accomplishing. It is essential that we have some means of communicating our total program to those individuals whose children we are paid to serve and to those colleagues who also deal with these children. This is especially true today because of the increased concern individuals are expressing about what goes on in the schools. Some of these individuals are beginning to demand more adequate communication.

The most basic contribution which SOOM can make then, is to mobilize our resources and facilitate personal satisfaction through the clarification of communication on self, horizontal, vertical and outward dimensions. All other benefits of SOOM stem from this increased clarity: greater personal satisfaction by being clear about the outcomes you are shooting for; improved services based upon feedback achieved through clear communication channels; more rewards or "psychic salary" resulting from more effective interpersonal communication related to outcomes; and increased support from the local community and colleagues. The list of potential benefits can go on and on.

All of the above are readily recognized as means to an end. That end is to create a school environment that is as positive in a developmental way as possible, which aids students, parents, teachers, administrators, pupil personnel people and others to learn and grow to their maximum potential.

In your own words, write down what you feel Self-Other Outcome Management is. Look back to the text if you care to. Remember that we've already made some limiting choices and may have already gone in a direction which is less directly attuned to your situation. If so, write down points of disagreement or addition as you write this short summary.

THE SELF IN SOOM

What Aspects of the Self are Important to SOOM:

The individual pupil personnel worker is at the center of any type of increased effectiveness of pupil personnel services in the immediate environment. The authors are concerned with ways in which pupil personnel people can prepare themselves to do the most effective job possible. Stop for a moment, and in the space below write down the most recent highlight of your professional life.

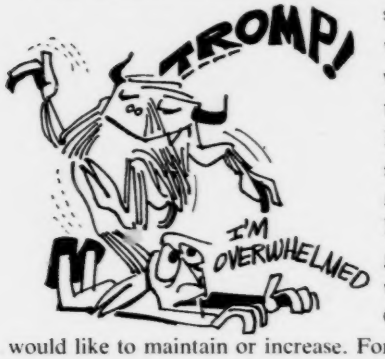
We have talke with people in student personnel who wouldn't trade their job for anything and we've talked to those who would leave the field the first chance they get. Some of you probably had no difficulty identifying a highlight, others may have found it tough, some most likely might not be able to think of one and yet others undoubtedly, feel the question is too vague. All of these reactions indicate that individuals are receiving different degrees of personal satisfaction from their job situation. Although we will deal with self-related activities throughout the monograph this one section is devoted to taking a look at ourselves in relation to increasing our job satisfaction.

Before going any further it is important to note that behind all of this is the assumption that we can have a rather high degree of control over our lives. If we are clear about what we want we can most likely get it. If we are clear about what we don't want we can most likely eliminate, reduce or avoid it. *We can in short, design our own lives to a significant extent.* In reality we do this already. We avoid things we're frightened of and we return to things with which we feel comfortable. By moving through this current process we can make our choices with a greater degree of awareness and thus more legitimate data than we have previously. What we are attempting to do is to gain some information about

how our self fits into our job situation so that we can adjust that situation or ourself to increase our satisfaction on the job.

There appear to be four significant elements which relate directly to satisfaction or dissatisfaction in our professional capacity. These four are: 1) our feeling while on the job or thinking about the job; 2) expressed or unexpressed personal goals related to our job; 3) various conditions in the job setting which either facilitate or inhibit goal (outcome) achievement; 4) effectiveness of the change strategy.

Our feelings, of course, are the basic stuff of which our degree of job satisfaction is made. The individual who is angry and frustrated on the job will certainly gain less satisfaction than one who is happy and challenged. Being aware of certain feelings is the starting point for identifying what we might loosely call *needs* and *goals*. Needs and goals are closely tied together. Needs are indicated by feelings we would like to eliminate or reduce. Goals are indicated by feelings we would like to maintain or increase. For example, loneliness is a feeling most of us would like to reduce or eliminate. Behind this negative feeling is a need, perhaps support from others. When we feel a sense of belongingness, it might indicate our goal of gaining support of others has been achieved. Again we all have needs (indicated by a feeling we'd like to reduce or eliminate) and we all have goals (indicated by feelings we'd like to maintain or increase). A problem arises because we are often unaware of the needs we have and thus the goals which if achieved could satisfy these needs.



Even when we can identify a goal we would like to reach, and are aware of the events and activities which might be associated with this "good feeling", we don't know what to do to get there. To achieve this goal we need to become aware of the factors which facilitate and inhibit goal achievements.

As a result of the above we often have a good deal of trouble identifying what, if anything, we would like to change, even though we feel at some level that things could be better. The naming of outcomes or goals is a difficult task when its done with little information about one's feelings. We have found the steps below to be an effective way to gain some information on your present status in relation to your job.

First, on a separate sheet of paper write down as many words as you can which represent a wide range of feelings. Words such as sad, happy, frustrated, ecstatic are what we're asking for. Give yourself about two minutes within which to do this.

Next, look these words over carefully and circle two positive feeling words and two negative feeling words which most represent how you feel while you're on the job. Some of the words you circle may appear to contradict each other. This is perfectly normal. Thirdly, write down four words which best represent how you would ideally like to feel while on the job.

Fourthly, compare the circled words with those you've just written down.

In looking at the differences between the circled words and those which represent how you would ideally like to feel while on the job you have some data from which you can learn more about how your needs and goals effect your performance. If there were no differences between your circled words and those which describe your ideal feelings you are either: 1) in the perfect job situation doing an excellent job; 2) kidding yourself; 3) possessed of realistic or low expectations or; 4) expecting to leave this page where your boss will see it. A hypothetical example is presented below to clarify what we feel are significant points of emphasis.

Let's say for example that the four words you circled were *excited, overwhelmed, tense* and *eager*. Remember that every feeling is tied in some way to an event or group of events or activities and that "negative" feelings such as *overwhelmed* and *tense* reflect needs and "positive" feelings such as *excited* and *eager* reflect either goal achievement or outcome awareness.

Taking the two "negative" feeling words from above we can very easily tie them to events and activities with a simple structure. The following sentence will help guide us into identifying events which can reduce or eliminate negative feelings:

When I am overwhelmed it is because I need
(negative feeling)
- to designate more authority to others
- to straighten up my desk
- to ask for more support from my colleagues
- to set my priorities and stick to them

When I am tense it is because I need
- to confront my boss about something
- to decide for myself what I'll be doing
- to find out what people think about my performance
- to reduce my work load

There are a multitude of activities or events which are associated with each negative feeling. Please notice that all of the needs have "I" as the active subject. Thus, it isn't helpful to say something like "I need others to support me". It must be stated in terms of something you can do, such as,

"I need to ask for more support from others". This might seem to be a very small difference, but it is very great in terms of where the responsibility lies for doing something about this need. It would be dangerous to get into a "blaming" type framework where we can dole out responsibility to others for all of our bad feelings. Before moving on to the positive feelings take any of the negative feeling words you've circled and put them in the same sentence framework we've just used.

When I am _____ it is because I need to _____

When I am _____ it is because I need to _____

"Positive" feelings generally represent the achievement of something. This achievement may be related to a warm relationship with a colleague, a speech defect improved, a vacation well spent, or an intellectual stimulation. At any rate it is generally tied to something which you have been actively involved in one way or another. Another structured sentence is presented to identify those activities or events in our professional life which make us feel good.

When I am excited it is because I have
- gotten a new idea
- found someone interested in doing the same thing
- gotten through to a student
- created a breakthrough in correcting a speech defect

When I am eager it is because I have
- gained a clear idea of what I can do
- freedom in what I can do to reach outcomes
- just had one success with a student
- learned of a new way of doing something

The things that make us feel good on the job don't just happen as a rule As you can see above the two good feelings are closely tied to things which the individual has done or achieved. In the space below fill in the structured sentence with any positive feeling words you've identified as associated with your job.

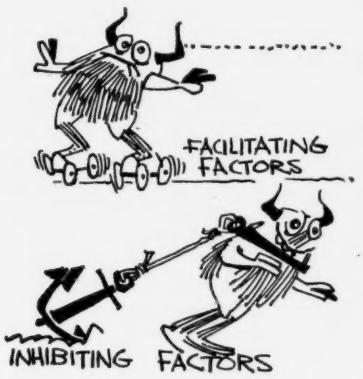
When I am _____ it is because I have _____

When I am _____ it is because I have _____

Now that some specific activity or event references for the positive and negative feelings you have about your job have been identified you are in a position to increase need fulfillment and outcome satisfaction. Notice in both the negative feeling statements reflecting a need and the positive feeling statements reflecting some achievement the activities or events have been stated in such a way as to indicate possible positive changes. For example, if we want to become less tense we now know four specific

ways we can do that. If we want to become less overwhelmed we have several ways to do that also. What you have developed, if you've examined your own feelings, is a system in which it has become quite clear as to what you can do to reduce negative feelings and maintain or increase positive feelings. From this point it all becomes a very simple question of whether or not you care to increase your job satisfaction or not.

If you do, the tools are at hand. The only problem now is: how you can go about achieving self outcomes like delegating more authority to others, or, confronting the boss about something, or, getting a new idea, or learning a new way of doing something. Obviously if there weren't some things standing in your way you would have done it by now. In most cases there are factors which are holding you back from doing it and factors which could actually help you achieve that particular outcome. These factors are called *Facilitating* and *Inhibiting* factors. The technique of using this approach in more detail will be discussed later. For now, it will be valuable to attempt to identify some of these facilitating and inhibiting factors related to self-outcome achievement.



In the first example, it was discovered that one of the things to be done to stop from being overwhelmed was to delegate more authority to others. Let's say that it has been decided that this is one general process outcome that you would like to achieve. An attempt will be made to clarify how one might accomplish this by labelling the conditions that are currently inhibiting and those which might be helpful in achieving it.

Delegating Authority to Others

Facilitating Factors	Inhibiting Factors
The principal has suggested that I do less work that could be handled elsewhere	I'm not really clear on who I have authority over
I regard everyone in the department as competent	No one expects me to use my authority
George does a good job at it and would probably be able to help me do it	I'm not clear what things I would designate and why
Everyone in the department seems to like me	I'm not that good at directing people to do things
I have a fairly good rapport with my colleagues	I'm afraid they'll put me down

Most times the lists will not balance out quite as neatly as they do above, but in every case there is at least one facilitating and at least one inhibiting factor. If all you can identify are facilitating factors then there is no excuse for not achieving the outcome right away. If all you can think of are inhibiting factors then you can expect that the outcome will be a tough one to reach, probably because its overwhelming bleakness has blotted out any of the positive factors. In many cases you will think of items which may be facilitating factors in one sense and inhibiting factors in another. This happens quite often and should be treated honestly. Pick out one of the outcomes you came upon in the last few examples and write down a list of the facilitating and inhibiting factors.

Outcome_____

Facilitating Factors

Inhibiting Factors

Now that some of the factors which will effect whether or not you achieve this outcome have been labelled two things need to be done: 1) check out the commitment to achieving this particular outcome; and 2) build a strategy for achieving it which will maximise the positive or facilitating factors and minimize the inhibiting factors.

If you haven't already, pick an outcome which is important enough for you to place a good deal of commitment toward. At least one of those in the earlier examples should be of this calibre. For your first try make sure that it is of reasonable difficulty, not too hard and not too easy. Next, circle one of the numbers on the commitment scale below. This may seem

a little "Mickey Mouse" to you, but every step along the way can be potentially helpful. Outcome_____

1	2	3	4	5	6	7	8	9	10
I commit myself to not read any more of this malarky				I'll make an effort but I'm awful busy				I'll make every sacrifice short of death to achieve this outcome	

If your circle isn't at least at the 6½ mark you would probably be better off retracing your steps and finding something a little more important to you. If you've circled nine or ten you have all but clinched the achievement of your outcome. Your committment is crucial.

In building a strategy to reach your outcome you simply set down a few sequential steps which will maximize the positive and minimize the negative. Taking the examples of Facilitating and Inhibiting Factors from page your strategy might sound like this:

- Check with George and the principal to get some hints as to how to go about it and to clarify just who I have authority over. Monday
- Make up a list of things I think I could designate to someone else. Wednesday
- Check this list out with the principal, George, and one department member. Thursday
- Do some role playing with George as to effective ways to designate authority. Friday
- Hold individual meetings with those I can designate authority to, negotiate out with them what they can take and what they can't. Next Monday thru Wednesday
- Check my progress with George as I go along. Make a list of the authorities designated by mutual agreement. Friday

Notice that in this example different days were attached to each step along the way. This was done as an extra aid in keeping the reaching of this outcome as a top priority item. It gives the individual some good benchmarks by which to check out and reinforce his own progress. This strategy might well work, in part because the strategist mobilized his positive resources to start out with and took reasonable steps along the way. He has some built in rewards along the way with the final one being developing the list to the principal. By following these steps the individual will be effectively involved in self-outcome management. Follow through with this last step by writing out a brief strategy for yourself in relation to the outcome you've committed yourself to.

Outcome_____

Strategy

One very simple means by which to achieve an outcome is to develop it through the steps presented above and then share it with individuals who have some influence on whether you achieve it or not. For example, there was no reason why in the example above the individual couldn't have shared what he had written with all of those he had visited. It may have helped to produce an open and honest negotiation with these people. When others see that something is a large enough concern to you to actually sit down and write it out they seem to take on a rather sincere attitude in dealing with that outcome.

An alternative way which has been successful and shows even more potential to develop self-outcome management has been developed by Anne Duncan and Wells Hively currently at the Psycho Educational Clinic at the University of Minnesota. They begin with individuals volunteering to keep a record of the number of times they have a certain thought or feeling during the day. This list might include happies, sads, boreds, confrontations, urges to confront, hugs, urges to hug or anything else which an individual might care to record. The volunteers are also issued some type of counter like those used for keeping golf scores which may be worn around the wrist. Individuals can keep a daily count of any thought or feelings they care to. These frequencies are recorded daily on an especially prepared graphing paper. When individuals follow this procedure they can very readily monitor their development and thus attempt to control it by engaging in particular kinds of activities. For example, if you find that you don't register any happies when you're at work at all on Wednesdays you can begin to almost automatically tie these feelings to given activities which are unique to that day and then do something about it.

We have tried in this section to share our experience so that you can manage outcomes for yourself if you are only aware of what you need and what outcomes will satisfy those needs. You can change your professional experience into a more positive one no matter how satisfied you are currently. What we need to do is take the time to concern ourselves with ourselves. The more satisfied we are with our professional roles the more adequately we will be able to help others reach outcomes important to them. Self is the first stop in self-other outcome management.

We know from our experience that what has been presented here can be extremely helpful. But, as was cautioned earlier these particular approaches may not hold relevance for you. If not, and you agree that you would like to gain more satisfaction from your job, take the time to write out in the space below how you would like to go about improving the fulfillment you get out of your job.

My Alternative

OTHERS IN SOOM: DEFINING THE ENVIRONMENT

The Place of Others

It has already been pointed out that whether we deal with SOOM or not our success is most often determined by what others achieve after some intervention on our part. Thus, others are of paramount importance.

To be effective in SOOM we must be concerned with the environment within which we interact. This environment can be said to consist of two basic elements: people and things. The *things* which make up our environment can be broadly conceived of as the different tools and technologies available to perform the job effectively. Hardware such as computers, copying machines, budget, photographic equipment and college or vocational guides are included in this category. Wise use of these things is important in effective performance. The most crucial elements of the environment though are *people*.

Since *environment* is a very broad term we will qualify it and use the term *significant environment* to denote those elements in the environment with which we must be concerned to successfully perform our professional functions. The *people in the significant environment are those who have some input into or expect some output from (or both) the organization.* On the basis of type of input or type of expected output we divide these people into what we call *populations*. Thus, we talk in terms of students, teachers and administrators, for example, as being populations in our significant environment. Each of these populations can be expected to have a different type of input into our performance and a different type of output they expect from our services.

What Does One Need to Know About the Significant Environment to Improve Services?

Populations in the significant environment may be classified as existing outside of or within the organizational unit or closest working relationship. These two segments of our significant environment are: the *support group* and *target populations*. The third major element in our significant environment is of course our *self*.

The support group is composed of individuals or populations who work together for similar kinds of results. For example, a high school counselor might have a support group consisting of the other counselors in the department along with the secretary and student aids. The transactions in this support group can be characterized as "unplanned". That is, in working with these people the focus is on what we can cause to happen with students, teachers, etc., not on what we can cause to happen to each other. Support groups deal with process and not performance objectives with other group members. The maintenance of positive interpersonal relations is crucial within the support group so that results with target populations might be achieved most effectively.

It is clear that the support group will change relative to the particular result you are attempting to achieve. For example, if one result is to change in a positive direction the value students place on learning in conjunction with the faculty senate then the other members of the faculty senate become the individuals in the support group. For every different role we play we have a different support group with which we must deal.

The target populations lie outside of our closest working relationship. Transactions with the target populations can be characterized as "planned". That is, it is with target populations that we hope to cause some particular change to happen. The results with these populations are performance, not process results.

On page 38 a diagram of the support group and target populations of a counselor in a department in high school is diagrammed. Here, we can see that the "self", the third aspect of the environment is at the center of

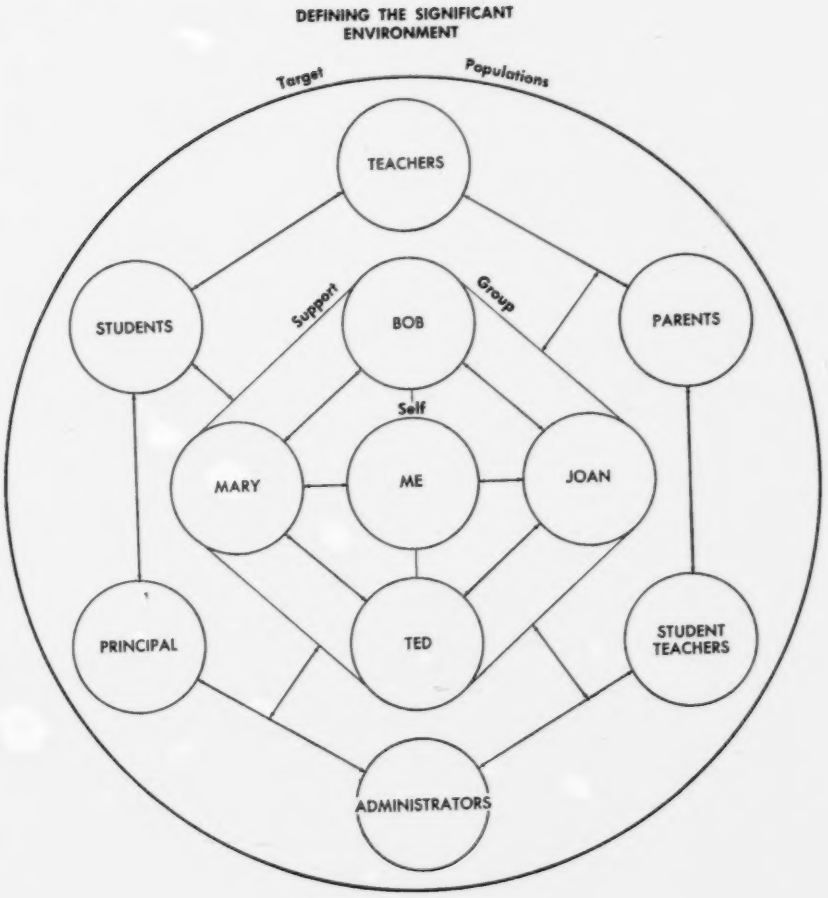
these two. The self is most closely related to the Support Group. Bob, Mary, Joan and Ted, those other counselors and secretaries with whom the individual has the closest working relationship, make up the support group. The target populations consist of students, teachers, student teachers, parents, administrative council and the principal. It is with these populations that the counselor hopes to cause something to happen. It is they who are the populations of his performance results. The bi-directional arrows represent the nature of the dependency relationship among the populations and segments of the environment.

Do the Self, Support Group and Target Populations Have Any Effect on Each Other?

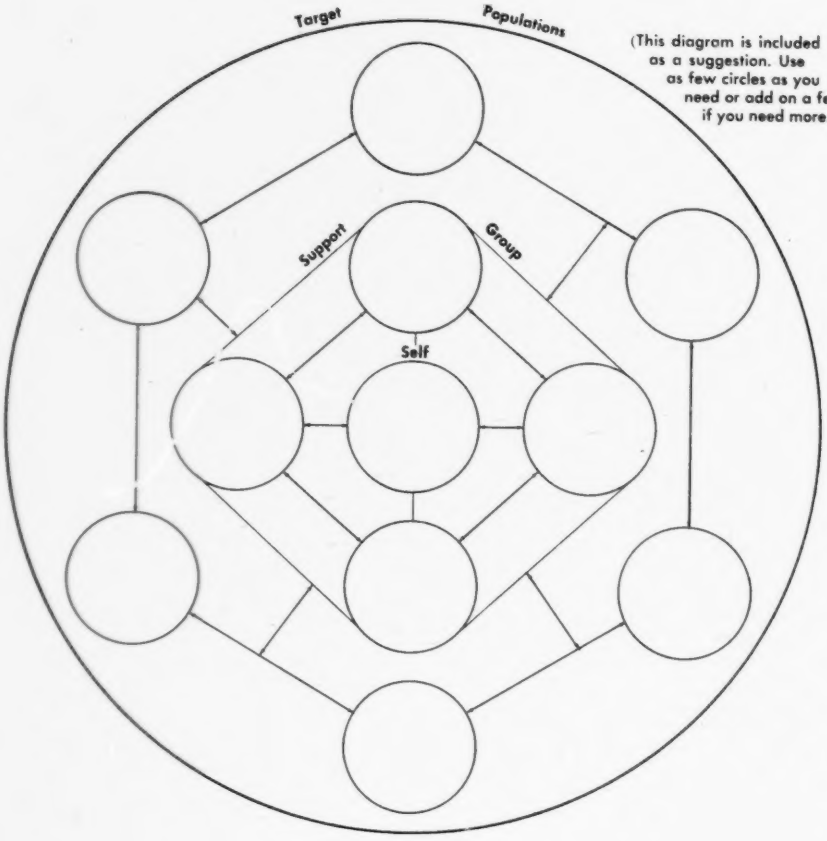
These three elements of the environment are very closely related. The most notable characteristic of the environment is the interdependence of its parts. It is obvious that the Self will effect and be effected by individuals in both the support group and the target populations. Perhaps not so obvious is that one element common to the support group and target populations and the relationship between them is that the populations making up these segments of the environment are interdependent.

Any action or reaction by the organization or an individual in it will affect far more groups in the environment indirectly than are affected directly. For example, a counselor who consistently calls students out of class in order to help these students directly, may, affect the teachers, principal, other students, other counselors and perhaps the student's family in an indirect and negative way. It is for this reason, developing an awareness of the total scope of the ramifications of a given action, that it is important to have a working knowledge of the populations in your significant environment. When we get into difficulty it is because some rule has been broken. Either someone didn't have the input they expected into our performance or our output differed significantly from their expectations. The diagram on the following page is one example of a fairly well defined environment. Use the additional diagram to further define your own significant environment.

DEFINING THE SIGNIFICANT ENVIRONMENT



DEFINING THE SIGNIFICANT ENVIRONMENT



(This diagram is included as a suggestion. Use as few circles as you need or add on a few if you need more.)

SOOM — ANALYSIS GUIDE I
DEFINING THE SIGNIFICANT ENVIRONMENT

There are several reasons why the defining of your significant environment is an important first step.

SCOPE — generally speaking, there is a tendency to underestimate the number of individuals and groups who effect or are affected by our actions. In order to run an effective and complete program we must be aware of all individuals and groups involved in our services. We now have a more comprehensive conscious picture of these individuals and groups and thus can take a more accurate look at just how each service we perform fits into this total picture.

INTERDEPENDENCE — a basic principle of any systems analysis is the interdependence of elements within each part of the environment (target, support, self) and the interdependence of elements between these parts. We must become aware that often by meeting the needs of one population we are inhibiting the need fulfillment of another. By being aware of the specific populations, and eventually their needs, we can devise more effective programs which facilitate the need fulfillment of several populations at the same time. We always effect more individuals and groups indirectly than we do directly, thus the importance of being aware of where each population fits into each program.

INPUT — since we are a service providing organization there is a need to have a total picture of where input in the form of needs may come from upon which our services must be based. Without a total awareness of the sources of differing input our services will be too narrow in focus.
PRIORITIES — we must at some time look at the priorities of needs in relation to the priorities of services. The four most important populations in our environment will probably take up about 90% of our time and the four least important populations about 1% of our time. It is necessary to be aware of all populations and their priority for us in order to keep our programs appropriately focused in terms of time, effort, interest and importance.

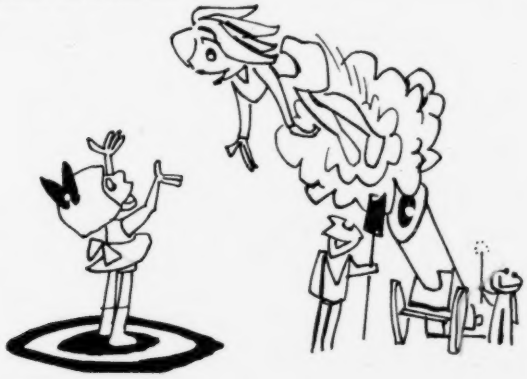
Steps in Population Identification — Naming the significant elements of your environment.

To do this — define your significant environment in terms of all the individuals or groups having some input into or expecting some output from your building department or closest working relationship, plus those individuals or groups with unexpressed needs who are crucial in the changes you wish to make.

HOW? (Please follow the given steps below.)

1. *Three Basic Sections of the Environment*
   A. Target Populations — those individuals or groups *outside* your building department or closest working relationship.
   B. Support Group — those individuals *within* your building department or closest working relationship.

C. Self — your needs, skills and characteristics which make up your own personal environment.



2. *Target Populations*

A. Ask the question, what individuals or groups *outside* of my building department or closest working relationship have some input into my services or expect some output from me? Your list may include some of the following populations: students, teachers, principal, parents, Pupil Personnel Coordinator, etc. Write these down in the space under Target Populations on the following page.

B. Now ask the question, given the changes I would like to see come from my work, are there any other individuals or groups *outside* of my department I should include? Here you are trying to identify any populations whose needs are outwardly unexpressed, but who do relate in some way to the overall changes you have in mind. There may or may not be some additional populations. It depends entirely upon your perception of the changes you would like to facilitate, who is involved, and whether or not they were already mentioned. If you do think of some new populations, write them down in the space under Target Populations on the following page.

3. *Support Group*

A. Ask the question, which individuals *inside* my building department or closest working relationship have some input into or expect some output from me? Write them down. Your list may include the names of each counselor in your building department, the secretaries, plus others unique to your own situation. Write these down in the space under Support Group on a separate page as per example.

TARGET POPULATIONS

SUPPORT GROUP

SELF

B. Ask the question, given the changes I would like to see come from my work, are there any other individuals *within* my department or close working relationships I should include? Since our departments are so small there will probably be no new additions, but its good to keep in mind the fact that you do expect some changes (or at least hope for them) which will involve others with unexpressed needs. If you do think of some additional individuals, write them down in the space under Support Group.

4. *Self or Personal Environment*

   It is essential only to recognize yourself as a major part of your environment at this point.

5. *Priorities: Target Populations*

   A. Ask the question, which Target populations are the four most important to my department or closest working relationship. Which ones have the most input or expect the most output? Which of these individuals or groups are most crucial in the changes I wish to facilitate? On the following page, number in order of importance (1-4) these Target Populations which on the basis of these three questions you feel are the four most important.

   B. Ask the question, which Target populations are the four least important elements of my department's or closest working relationship's significant environment? Who has the least input or expects the least output? Which of these individuals or groups are least crucial in the changes I wish to facilitate? In the designated spot on the following page, place a letter next to these four populations (W, X, Y or Z) in order of least importance with "W" being the least important population in your significant outer environment.

   C. For your own use rank order all other Target populations on the following sheet.

6. *Why Not do the Same Thing for the Support Group?*

   As has been mentioned transactions within the Support Group differ from those with the Target populations by the fact that those with the Target populations are more directly planned transactions than those with the Support Group. That is, we deal within the Support Group as a precursor to achieving something in the Target populations. These transactions are most often of a "means-to-an-end" or process nature in terms of major job outcome criteria. This results in an emphasis on interpersonal maintenance and enhancement skills within the Support Group. They are, of course, of crucial importance in achieving objectives in the Target populations. But, for now we will eliminate ranking these elements of the Support Group to emphasize the populations with whom our most important job performance outcomes are based. (You may, however, find it useful at some later date to go through this process related to the inner environment.)

7. *Congratulations*

   If you've followed each of the above steps you have now completed a tentative definition of your significant environment. We say tentative

simply because it is subject to revision, making additions or deletions at any time in the future. This is true of any aspect of SOOM. You will want to eventually break some of these populations into sub-populations for your own clarity and convenience, but for now the defining of your significant environment by means of populations in it is complete.

MIND BENDERS

1. Look at your population rank orders on the preceding page. Does your time commitment to achieving results with each population coincide with the priority listing? For example, if students are your top priority population do you actually spend most of your on the job time attempting to achieve results with students?
2. If time commitment doesn't coincide with this list, why not? Is this good or bad?
3. If time commitments do coincide with this listing, are the results you're getting for both yourself and the population worth the time spent?

PRACTICAL APPLICATION EXERCISE 2

TARGET POPULATION RANK ORDER

Four Most Important:

Least Important:

OTHERS IN SOOM: PLANNING AND PEOPLE'S NEEDS

What's Involved in Effective Planning?

There are three crucial stages in effective management: 1) planning; 2) implementing; 3) evaluating. The planning stage will be considered here.

There is much truth in the poem by Robert Burns in which the line "The best laid plans of mice and men often to astray" appears. If you remember this line was inspired by an incident in which the poet was plowing a field when he plowed up a neatly constructed field mouse's habitat. The poor mouse had taken into account safety from the owls, other rodents and many other factors, but had forgotten about the farmer and his plow. Thus, his plans literally crumbled before his eyes. The most attractive plans time and time again fall by the wayside because we've forgotten some crucial element. This element, especially in our area, almost invariably is a "people variable" of some type. "I didn't expect him to react in this way", or "I didn't know he'd feel left out", or "why didn't she tell me she was dead set against this idea" are often the forms of expression which indicate the people variable has not been fully taken into account.

Adequate planning involves analysis skills — analysis in terms of the people variables which will effect our results. The good general, for example, if he knows the strengths and weaknesses of his own forces, strengths and weaknesses of his opponent's forces, the terrain he is fighting on (situation) and his own objective is usually well able to map out what appears to be an effective strategy. This plan, however, will all be for naught if his men decided to mutiny.

Thus, our approach to effective planning is heavily balanced to the side of people variables. It includes:

1. Defining the significant environment in terms of populations.
2. Assessing expressed needs of each population.
3. Assessing unexpressed needs of each population.
4. Setting a goal we perceive for a given population.
5. Identifying sub-populations in relation to this goal.
6. Naming facilitating and inhibiting characteristics of this population (or sub-populations) in relation to the desired result.
7. Specifying just what we would like to cause to happen in success indicator terms.
8. Mapping out the procedure we will use in effecting the given result.

Had the mouse in Burns' poem gone through this procedure his original home may have sufficed. It might occur to you, after looking at the above list, that he also could have frozen to death before completing all the steps. It's true, learning any new mode or sequence of thought is bound to take time. Becoming familiar enough with it to apply it naturally and swiftly is, however, well worth the initial effort for many. The "SOOM-Analysis Guide" is included in this monograph as an aid in applying and internalizing effective management techniques. It is hoped that you will take the time to master and adapt these suggested foci to your own situation.

Do Management Techniques, Especially Planning, Help to Make the Wanted Changes?

Yes, but in what might be a different way than is currently the case. Let us note that planning is not a very highly regarded activity in our profession. Observation indicates that we almost invariably tie "busy types of activities" in the same knot as effectiveness. The busier a person is the more effective we seem to assume he must be. When someone spends night after night at the office we don't assume that they're too incompetent to get their work done in the same time others do. We assume that they are extremely dedicated. Planning is not always a "busy" type of activity. It involves sitting and thinking, sometimes alone, at other times with others. We have to make time to plan just like we set aside time for all of our other activities.

When we do plan we are able to avoid the trap of simply reacting and adapting to the demands of our environment. We need not react only to the needs of the populations as expressed in the form of pressures and demands. We can do more than simply keep our organization on even keel. By planning we can act upon our environment. We can base our actions upon needs which may initially be unexpressed by the populations in our environment. We become more able to change the environment (the populations which make up the environment) in a positive direction. We are able to focus upon the balance between our organization's acceptance as a legitimate body and its risk-taking in an effort to change the environment. We can attempt to produce a greater degree of significant change in our environment than the environment produces in our organization. This same model holds true on an individual as well as an organizational level.

When managers in business act upon expressed needs in their environment their basic relationale for doing so is to increase the corporation's profits. If the manager is working for Coca-Cola he tries to change the environment in the direction of buying more coke. As managers in the field of Pupil Personnel Services, it is our goal to change the environment in the direction of more positive human development, greater fulfillment of human potential or whatever term your particular philosophy uses to designate this concept. In contrast to the Coca-Cola manager we need not create a need for our services. Certain basic human needs, though oftentimes unexpressed directly, have been validated time and time again. It is our professional responsibility to use our talents to help meet these human needs in our society by working in partnership with others.

The effective manager then is one who can identify the *populations* which make up his significant environment and be cognizant of the *expressed*

and *unexpressed needs* of these populations. An accurate awareness of these needs is at the base of a managerial perspective. Inadequate perception of needs will result in irrelevant services. Dealing only with expressed needs will result in a reactive and stagnant organization. We all try by our action to change some individuals in our environment in some generally defined direction. It is done, however, without the benefit of a managerial perspective.

Being aware of the populations in our significant environment is a necessary, but not sufficient step in effective planning. Adequate dealing with the "people variable" calls for more attention to the uniqueness of populations and individuals within sub-populations. If individuals are to become actively involved in achieving some result, this result must fulfill some need of theirs. As mentioned previously, this need might be expressed directly by the population or might be an unexpressed need we perceive them to have.

Why the Distinction Between Expressed Needs and Unexpressed Needs?

When dealing with the outcome achievement of others it is quite obviously their motivation which in large part determines success. Only expressed needs, those of which the individual is aware, have the power of motivation. Remember that a need is seen as activities and events attached to a feeling we would like to reduce or eliminate. If the individual is not at least aware of the feeling he or she would like to reduce there is no discrepancy requiring action, no motivation. For example, if a student doesn't see his feeling of inadequacy as really bad enough to be reduced there is no motivation for reducing it. Again, if he wants to reduce his inadequacy feelings, but can't tie them to certain activities or events the motivation for change will be moderate at best. No matter how strongly we feel a student has a given need, and no matter how much research we have to back this up, if it is not perceived by him as a need there is no motivational element present and thus limited potential involvement in moving toward a given result. Thus, expressed needs have motivational components, unexpressed needs (those needs perceived by us but not in the awareness of the individual) do not. Thus, if we feel that a student has a very basic need of which he isn't aware, we can move toward a related outcome by tying this need we perceive him to have to a need he recognizes and thus one with motivational value.

How Does This Need Tying Work?

The following dialogue is an example of one type of need tying which takes place quite frequently within our schools:

Teacher: "Roy, I wish you'd do the assignment on Shakespeare, I know you'll be glad you did later on. It can really give you some insight into the human condition."

Roy: "I don't feel like it."

Teacher: "Well, do you feel like passing this course?"

Roy: "I've got to graduate, don't I?"

Teacher: "Yes".

Roy: "How many pages does it have to be?"

Roy obviously didn't feel either of the needs the teacher had perceived for him — being happy about something in the future or learning something about the human condition. Thus, the teacher used the obvious expressed need of Roy, to graduate, as the major motivational element of engaging in activity (reading Shakespeare) related to her perceived need for him.

This can be viewed as an example of negative need tying. It is negative in the sense that a threat to an expressed need not being met was used to gain motivation for the perceived need. The result will most likely be little success in meeting the perceived needs seen by the teacher. There are many instances in which a more effective type of need tying can take place.

In pupil personnel work things are not totally different. We too, are experts in need tying. This is not a negative factor, but one which necessitates some conscious awareness as to just what it is we are actually doing. If we are to develop effective and relevant services we must tie these services to the most basic related need.

Here are some examples.

A student doesn't take a psychological test because he has a basic need to take psychological tests. He doesn't correct speech defects because he has a basic need to correct speech defects. Neither does the student come to see the counselor because he has a basic need to see a counselor. Teachers don't attend an in-service course because they have a basic need to attend an in-service course. All of the above are expressed needs which can be tied to the fulfillment of some more basic need. They are all a means to an end. Yet, due to a lack of consistent awareness of basic needs, we sometimes begin to view these services as an end in themselves. By so doing we too can fall into the trap of not dealing with the more basic perceived need.

By looking at basic needs (our perceived needs for others) we can improve our services by using two different strategies: 1) We can tie the expressed need for our services into the more basic need and thus gain the additional client motivation which dealing with need fulfillment in this area will bring; 2) we can combine staff resources to deal concurrently with the basic need and intermediary steps leading up to fulfillment of that need. In short, we have the opportunity for positive need tying. Both the expressed and perceived needs are associated directly enough so that we can capitalize on an easier transfer of motivation. In so doing we can effectively meet both expressed and perceived needs.

Some hypothetical examples may help to demonstrate the above. Say we find that certain students in high school take the MMPI based upon a need to place some labels on what's bothering them (expressed need) and to begin to change their self-concept in several areas (perceived need). We could then tie the service of psychological testing to this latter need by having the student participate in self clarification activities (listing and discussing strengths and weaknesses for example) as a prelude to the actual testing, but done in the same session. Thus, the testing would provide additional information on these variables which the already involved student could use more adequately to fulfill the more basic perceived need.

In speech therapy let us hypothesize that we perceive a basic need of the students is to be "accepted by their peers". This would seem reasonable in terms of the original lack of acceptance caused by an extensive defect We would tie speech therapy to this need by training other students to help with some of the less difficult procedures involved in speech correction. We could use the second strategy, utilization of other professional persons, by having a counselor or psychologist work with these students and others in a strength group framework with peers. By tying speech therapy services into the basic perceived need of acceptance by peers and by combining personnel resources we might find that we can help the student more effectively and rapidly in both need areas.

Counseling services are set up to deal with a wider variety of needs than the above, but in almost every case the concept of need tying can be a useful one. Take for example the teacher who expresses a need to control her class more effectively. The counselor may perceive the more basic need for the teacher to be development in relationship skills. He might well tie this latter need to the former by having her visit a group he is running or a class he is teaching and having her pick out the techniques of control he is using which she feels she might use. This strategy might lead to a welding together of the teacher's expressed need and the counselor's perceived need for her. Using the second strategy, utilizing other professional resources, the counselor might wish to have a teacher who has begun to solve her control problems through developing relationship skills work with the teacher making the original request. Either of these strategies (plus many others of course) could serve the purpose of capitalizing on the motivation behind an expressed need to fulfill both the expressed and perceived need.

The purpose of this section is not to present a complete framework for the analysis of need tying, but to serve as a stimulus to greater awareness of just how we do motivate and attempt to change individuals. Keep in mind that, the more closely related the expressed needs of others and our perceived needs for them are, the greater the potential for facilitating positive change.

DISCUSSION DEVELOPMENT EXPERIENCE

1. Name one instance of positive need tying you've used in your professional area.

2. Name one service you perform which could be positively tied to a more basic perceived need you see in those you're serving.

3. Give one instance of how you might use both of the general strategies for positive need tying.

SOOM — ANALYSIS GUIDE II

Writing Need Statements

Some of the benefits of writing need statements will become evident as you go through the process. Below is a list of reasons why it is an important process.

FOCUS — writing need statements first seems to put the emphasis where it belongs, on the needs of students and other groups we are serving. In previous years so much time has been spent on role and function statements, job descriptions and philosophy statements, that it has almost become a rarity to think in some other terms besides our own input. We need this structure to move our thinking into the more basic area of just what the people we serve need.

RE-EXAMINATION — we have gone for quite awhile with only limited structure to help us answer the question, why do we do what we do? The difficulty in coming up with a satisfactory WHY element in the need statement at times, is indicative of our own need to take another look at some of our more basic assumptions about the people we serve and what they need. It is this re-examination which should facilitate both personal and professional growth through SOOM.

BROADENING — by going back to the basis for our services, different groups' needs, we can often find many new and different ways in which this need could be met. We gain a broader perspective which can facilitate new goals, techniques and successes.

NEEDS — Determine the needs of the populations in your significant environment upon which your services must be based.

HOW — Take your list of target populations and decide in general terms *Who* needs *What* and *Why?* For personal growth through this process it is essential that all three of these areas are covered in your statement. We will try to clarify these areas a bit and then give some examples.

WHO — the population(s) or individual(s) whose need you are about to identify.

WHAT — the general need of the group or individual designated as the *Who,* the subject of the sentence. This is a need of theirs as perceived by you.

WHY — this answers the question of how the *Who* (the group or individual with the need) will benefit if this need is satisfied. The *Why* portion must relate directly to the personal (psychological) consequences to the *Who* and no one else.

EXAMPLES:

A. We will italicize the *Who, What,* and *Why* elements in our need statements for emphasis.

POPULATION: Students

NEED STATEMENT — *Students (who) need to see guidance related*

subjects as an integral part of their total educational experience (what) so that they might maximize their personal growth by keeping an appropriate focus upon themselves (why).

A reminder!

The above example and the one to follow are examples only of the *form* to be used in writing need statements. Whether they are correct, incorrect or indifferent from your perspective is important for future dialogue, but not important right now in relation to development of your own need statements and populations.

B. The following example uses a different population (WHO) than example A.

POPULATION: Counselors

NEED STATEMENT: *Counselors need (who) to know just what effect their programs and actions have on the people they're trying to help (what), so that they can improve these programs and feel better about themselves through a greater clarity and feedback of successes (why).*

Go back to your list of target populations. Pick the one or two you are most comfortable with and write them down under "Population" below. Next to each one write a need statement in the form presented above. Try to reflect on what you perceive is the most crucial need of this population (related to your services of course) in your need statement.

POPULATION	NEED STATEMENT
1.	
2.	

3. If you've successfully completed steps 1 and 2 you are well on your way to completing this process. Before rushing on through to writing Goal Statements, it might be valuable to take a look at some of the

difficulties you've encountered, some assumptions that were challenged, how comfortable or uncomfortable you feel with certain needs as you've stated them and other areas which, when clarified, may facilitate some new challenges and growth.

Since Needs and Goals are simply opposite ends of a continuum we include them in rapid succession in the SOOM-Analysis Guide. Goal Statements are our first attempt at designating outcomes.

NEEDS——————————————————————GOALS

(activities and events associated with a feeling we would like to reduce or eliminate)

(activities and events associated with a feeling we would like to maintain or increase)

SOOM — ANALYSIS GUIDE III

Writing Goal Statements

Many of the reasons mentioned earlier in relation to populations and need statements also apply to goal statements. There is, however, one reason unique to the importance of goal setting itself.

ACTION — Need statements generally don't specify a given action of some sort. This is one reason why the need statements are broadening, and permit us a wider scope. Without limiting to a negative extent the alternatives which are available, writing goal statements brings us to thinking in terms of the behavior of the population concerned. It is our first step in the direction of focusing on observable, action oriented results, for the population involved.

GOALS — Designate the goals of the different populations, (the *Who* in the need statements you just completed) in relation to each need specified.

HOW? (Please follow the steps given below.)

1. Pick out the population and need statement with which you are most comfortable (from page 54). Now ask yourself the question, what could individuals in this population do that will convince me that at least some part of the need stated has been fulfilled? In our terms, what can the *Who* do to in some way fulfill part of the *What* in the need statement? The answer to this question is the goal statement. Let us give the characteristics of goal statements and then some examples to help clarify their nature.

PRACTICAL APPLICATION EXERCISE

POPULATION:

Need Statement:

Goal Statement:

Characteristics of Goal Statements:

A. The subject of the goal statement is the same as the subject of the corresponding need statement, the *Who*.

B. The goal statement tells something that the subject will *do*. (For an answer, at least in part, of why he should do it refer to the *Why* element of the corresponding need statement.)

C. The goal statement gives the general setting in which the action will take place.

D. It may or may not have a deadline attached to it.

E. It is generally a goal you have stated for the population. It is a goal for yourself when you are the subject of the need statement.

F. In most cases there will be more than one goal statement corresponding to a given need statement.

2. Examples

A. I will write the corresponding population, and need statement with the goal statement.

Population—Students

Need Statement—Students need to see guidance related content (i.e. decision making, values classification, interpersonal skills, etc.,) as an integral part of their total educational experience so that they might see learning about themselves as an important part of the educational experience and maximize their personal growth by keeping an appropriate focus upon themselves.

Goal Statement — Students will identify things that they've learned about themselves in regular academic school courses.

B. *Population — Counselors* (teachers and administrators)

Need Statement — Counselors need to know just what effect their programs and actions have on the people they're trying to help, so that they can improve these programs and feel better about themselves through a greater clarity and feedback of successes.

Goal Statement — Counselors will get data about their programs in the school from the individuals involved in the programs.

C. *Examine the thinking process behind one of the examples given.* We began with the general area of concern (develop a curriculum of guidance related content) and ended up with a goal statement (students should be able to identify things that they've learned about themselves in regular academic school courses) that wasn't extremely similar to that area of concern. Why? Because by writing the need statement (especially the WHY element in it) we came to realize that the need behind the area of concern could be satisfied in a different way than had been anticipated. This is a natural process. Don't feel that something is wrong if all three statements do not sound entirely alike. In many cases they won't. Several different goal statements could have been made which would have corresponded to the need statement in each example.

It might be better at this point to stick with just one goal statement and then return later to write some additional ones.
You may want to use some scratch paper to begin writing your goals so that the series of statements on the sheets provided will remain as clear as possible. Write at least one goal statement for each need statement you have.

PRACTICAL APPLICATION EXERCISE

POPULATION:

Need Statement:

Goal Statement:

3. If you've successfully completed the process up to this point you should have a clearer idea of how we are moving toward greater specificity in our thinking.

   If you've completed the process adequately up to this point, the remaining steps should flow smoothly.

NEEDS ASSESSMENT

What Is It?

Needs assessment is a tool you can use to find out what different target populations would like you to do and achieve. It is in essence, a way to identify the expressed needs of all of the target populations. It is a beginning step to ensure that your priorities are related to the needs of others.

A needs assessment can tell you how many (and which) students want more information about what a tool and die maker does. It can tell you the students who would like to be asked down to the counseling office as opposed to coming down if and when they care to. It can tell you how many parents wish more information about psychological testing. It can tell you what priorities parents set for the developmental concerns of their children. It can give you information on students with which parental contact may be necessary. It can tell you which outcomes teachers wish from your services. Needs assessment can, in short, tell you just about anything you care to know about the expressed needs of the target populations in your significant environment.

How unrealistic it seems to carry on a program of vocational guidance in senior high without knowing the stated vocational interest areas of the seniors. It would be futile to run a program of speech therapy without responding to the particular needs of each student. It is crucial that each of us respond to the needs expressed by parents, students, teachers, administrators and any other target population in our significant environment. Our professional success depends upon aiding these individuals in achieving the outcomes which will satisfy these needs.

A needs assessment device can take many forms. It can be as simple as asking one student, "What can I help you achieve", or as complex as a ten-page questionnaire cross indexed with other ten-page questionnaires. It can be a standardized instrument or it can be one which you simply make up to fit the requirements of your situation. Different target populations will, of course, express different needs for your services.

If this assessment is done in a complete manner, there will most likely be quite an overdemand for your services. This simply relates back to Chapter II where it was pointed out that a major difference between pupil personnel services today and in past years is that many newly expressed needs come under our umbrella today. A most effective needs assesment survey was conducted by Gary Perrin, an elementary school counselor in Hopkins. In this assessment the total number of hours requested by all teachers for various services was 172.90 hours per week. In addition to the benefits mentioned above this is valuable information to have when staffing decisions come up. There are, however, some rather subtle dangers in needs assessment which should be considered before either choosing or constructing one of your own.

Things May Not Be What They Seem!

There are two characteristics of most needs assessment techniques which must be taken into account in order to realistically interpret the data they produce. First, we must keep in mind that most needs assessment devices do

deal only with expressed needs. That is, they tend not to challenge the assumptions upon which our perceived needs for others are based. For example, say we feel certain students express a need for speech correction due to the desire for more peer support (perceived need). Our need assessment indicates that students do express need for speech correction. But, for the students the more basic need behind this may be to avoid frustrating the parents at home. That is, the immediate basic need may be to be accepted by his parents as opposed to being accepted by peers. Since perceived need areas are most often too threatening to receive accurate information on, we have little way of checking them out except through taking a close look at the "why" element of our needs statement. Our lack of awareness of what the more basic need might be has serious import as related to need tying. The less accurate our assumptions on perceived needs, the less effective will be our need tying. This pitfall can be somewhat ameliorated by the acceptance of most needs assessment devices as representing expressed needs.

The second problem area centers around the tendency for an individual's expressed needs to be biased by expectations they have of your ability to fulfill the particular needs. If you send out a questionnaire asking principals if they need additional managerial skills and they perceive you as having nothing to offer in that area they'll probably express a low need for such skills. It seems to be assumed that whoever is responsible for carrying out a needs assessment is the one who plans to help fulfill the need.

Given the above, let us assume for a moment that each of us are happier doing the things we're good at as opposed to those things we don't do very well. Thus, even though we put both types of activities into our needs assessment, we can almost guarantee that more individuals in the target population will express a need for the services we're good at as opposed to the others. A kind of circular relationship occurs in which we find increasing requests for services we're good at simply because we're so poor in other areas that no one has experienced positive goal achievement there. It is difficult but important to keep the possibility of this occurrence in mind as you look at your own needs assessment.

How To Use Needs Assessment?

Needs assessment can be used in many ways. The most common is to assess the needs of parents, students, teachers and administrators on two levels: 1) what needs current services are meeting and 2) what needs should they be meeting. The difference between these two should indicate need priorities. In other words, the difference between what I'm achieving now and what I should be achieving simply shows how much work has to be done in each need area to reach the appropriate goal.

The greater the number of target populations in your significant environment you can include in your needs assessment the better. It's actually fun finding out what all of these individuals want from you. In the process of selecting priorities for your outcomes you can engage in some very worthwhile dialogue with these individuals. It is a growth producing process for all.

As in the case of Perrin's needs assessment, one other way to use these techniques is for your own benefit (see Appendix). This needs assessment device serves as an extremely effective description of the services performed and the given population expected to achieve a stated outcome as a result of each service. Such a needs assessment device provides a solid basis around which you can clarify many areas of both outcome and service thus make your job that much more rewarding.

The North Junior High School in Hopkins needs assessment for teachers (see p. 111) includes a format which very explicitly checks out the perceptions of the target population related to given service assumptions held by the staff. Both of these last two devices supply information on the actual number of hours requested in given need areas. This makes the transition from gaining this information to actually doing something about it quite simple. It's hard to ignore actual time requests.

It seems quite clear that needs assessment devices can easily be formed into more evaluative type feedback devices. Blocker and Ferguson's (1970) device (which is by the way a small part of a rather large evaluation series) lends itself to checking out if counselors are doing what the students expect and apparently need. Perrin's device combines both (p. 101) evaluation of past activities and an assessment of current needs. Similar combinations could be made in the others.

A Summary

Needs assessment is a way to check out the relevance of our services by obtaining data on the expressed needs of target populations in our significant environment. In most cases individuals tailor these devices to meet the needs of their own situation. Although we have to be aware that such assessments don't challenge our perceived needs for others and may give circular indications of needs they can still serve many uses. We can set priorities based upon such techniques; we gain a clear idea of time demands; we can specify services and their expected outcomes; we can gain information on assumptions we hold about ourselves and we can evaluate areas of our own professional endeavor. Above all, gaining this type of information can be rewarding for you. Look over the examples and use your imagination in doing a needs assessment with at least one target population in your environment.

GOAL GUIDE

In this Goal Guide, we will attempt to use the techniques presented thus far to attack some area of concern we have in our job situation.

Area of Concern[4] (Describe the problem briefly—in one sentence or less)

Population: (The target group)

Need Statement: (What the population needs and why)

Goal Statement: (What the population will do to partially fulfill this need)

Subpopulations: (Further limiting or dividing of the population)

Facilitating and Inhibiting Factors:

What I will do to cause this goal to be achieved:

SOOM: OTHER SPECIFICATION AND MINI MAX

A Quick Review

We've been concentrating on certain issues in depth, and things may seem to appear more complex than they really need be. Let's take a minute out to gain an overall perspective on what we've been doing.

We've established that, above all else, SOOM involves a "results oriented" perspective. Writing objectives is simply a way to clarify communication of the results we wish to achieve. The actual achievement of these results is facilitated by effective planning, implementation and evaluation. So far we've only been concerned with elements in the planning stage.

Most of the results we're concerned with are changes in the members of our target population. We plan with individuals in our support group ways to achieve these results. In choosing the results we wish to achieve we must be careful to avoid the trap of merely reacting to the demands and expectations of others. As professionals we perceive unexpressed needs of individuals and help them move in the direction of fulfilling these needs.

In recognizing the interdependence of members in both our target population and support group we are aware that any action we take will probably have a greater number of indirect than direct effects on these individuals. For this and other reasons we begin planning for a given result by identifying the populations concerned and the needs of those populations. We identify these expressed needs by doing some type of needs assessment. We examine the assumptions upon which our perceived needs for them are based by focusing on the "Why" element of the Need Statement. We capitalize on the motivation of target population members and deal effectively with the more basic perceived needs by tying their expressed needs to our perceived needs for them. We gain a more definite idea of what these individuals could do to fulfill these needs by writing Goal Statements.

We have been moving steadily toward greater specificity in naming the results we wish to achieve and increased effectiveness, through planning, in achieving these results. Two new steps which bring us closer to the "nitty gritty" realities of result achievement are presented in this chapter.

WHY DIVIDE THE POPULATIONS INTO SUBPOPULATIONS?

We divide populations into subpopulations for two basic reasons: 1) to limit our target population to a workable size; 2) to allow for differential treatment of groups or individuals with varying needs.

One of the easiest mistakes to make in any intervention is to plan change for too large a number of individuals. A good example of this comes from our personal experience with a Title III project in this area. Instead of planning for outcomes with individuals in eleven schools, it would have been more realistic to concentrate on one or two schools instead. A good way to assess in general terms the realism of the size of your target groups is to compare the size of these groups with the size of your support group. More will be said about such considerations in the section on facilitating and inhibiting characteristics.

When concentrating on outcomes with members of a target population, we must keep in mind that it is they who have to eventually make the change for us to succeed in providing service. Thus, we may need to allow more time for change than our traditional perspective of focusing on our own input has prepared us for.

Two major strategies for change on an organizational level relate to limiting the target population. The first strategy is to start at the top, a strategy favored by almost all major organizational consultants. The theory goes that by making significant changes at the top, you capitalize upon the formal structure of the organization for future change. In so doing, you develop a small, but powerful support group which will not be eventually inhibited by any structural superior. The second strategy is to find a relatively independent department within the organization and concentrate on making changes within this department so it might become a model to be emulated by others. The theory behind this is that if significant changes are made with this one small group, enough dissonance will be established for members of the other groups that they too will reach a state of readiness for change. In both cases, the general message is clear — keep the target population small.

The second reason for dividing populations into subpopulations is to allow for differential treatment of groups or individuals with varying needs. We often have to do different things with different individuals to have them achieve the same outcome. What works for Spiro Agnew may not work with Abby Hoffman. Fortunately, or otherwise, we often have both Agnews and Hoffmans in the populations we originally identify as our target groups.

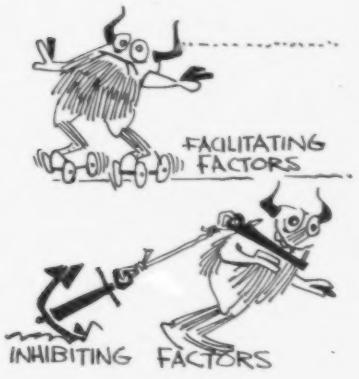
Pupil Personnel Services usually are maintained rather strictly on a one-to-one basis, this idea still applies. It is applicable in the sense that to attempt anything innovative with a given student will oftentimes effect many other individuals. This goes back to the interdependence of populations mentioned earlier. Using peers to help students with speech defects, counseling or psychological services for example, might effect the teachers of each student, the parents of the children, the principal of the school and several other target groups. Let's take the population of teachers for example.

Say you find that using peers in all of the areas above will require that occasionally some of the students will miss a class period. Your goal for each of the teachers would be that they allow the student to leave class or miss their class once every two weeks for this purpose. Your information from past experience with the teachers involved (needs assessment) tells you that for three of the five teachers, all you'll have to do is ask and they'll say, "great, go ahead". For the other two, however, you know it won't be that easy, so you devise a separate strategy for these two involving trade-offs, more exact expectations as to times when the student might be allowed off, additional rapport building, etc. Thus, you divide the overall population of teachers into two subpopulations based upon their different needs which necessitates a separate strategy. It's an extremely simple step and one which can be of invaluable assistance in achieving desired results. Had you not gone through this process and just sent a memo or off-handedly asked each of the teachers, your idea of peer help may have never gotten off the ground.

In short, limiting or specifying populations in terms of subpopulations allows us to individualize our treatments and enhance our chances of success.

Why Designate Facilitating and Inhibiting Factors?

Once you have limited your target population to a workable size, it is helpful to examine what factors you can count on as helping you to reach your goal and what factors you can count on to block the reaching of your goal. You need this information to help check on possible further division of the population into subpopulations and to give a more realistic idea of what exactly should be included as a final success indicator. We call these elements *facilitating* and *inhibiting* factors.



We look at facilitating and inhibiting factors in relation to the achievement of some particular result (the general thrust of which is included in your Goal Statement). We look at these factors from three different perspectives: 1) target population; 2) situation and 3) self.

We won't be successful in results achievement unless our results are realistic. If, while going through our listing of facilitating and inhibiting characteristics, we find that we really can't think of any facilitating factors, but have a list of ten inhibiting factors, the result may be too difficult for us to achieve. If, on the other hand, all we can think of are facilitating characteristics then we have little, if any, excuse for not succeeding. In most cases, of course, we'll have a mixture of the two.

Facilitating and inhibiting factors of the target population may include a large variety of both expressed and perceived needs. One general way to

assess the difficulty of causing this population to achieve a result is to take a look at how close their expressed needs are to result achievement. How easily will you be able to do some positive need tying? In some cases you will have formed data to base your assessment of expressed needs upon such as a questionnaire or interview. At other times you will be relying upon observation based hunches. The more accurate your assessment the better off you will be. However, the more data from whatever source (be it a questionnaire or hunch) you can apply to the naming of these factors, the more effective will be your eventual strategy (or strategies).

Let's take an individual student as our target population. Our goal is that this student will speak up in class more often. We perceive that he has a need to speak more often in class so that he might develop social skills and gain more self-confidence. Based upon observation we find the following characteristics *of this individual* which will facilitate result achievement:

- when he speaks privately he speaks well;
- he writes well; and
- he has a high interest in some of the subjects.

The characteristics of this individual which we see as inhibiting result achievement are:

- he doesn't make friends easily;
- he doesn't talk even in small groups;
- he sets himself up to be picked on by other kids;
- he is constantly put down by his parents.

In relation to the above goal there are some facilitating and inhibiting factors *of the situation*. The facilitating factors are: others willing to help; he'll be allowed out of class; and the principal endorses working with this type of problem. Inhibiting factors might include: the work in class is difficult for him to understand; relatively little time which can be devoted to this child; and no separate room to work with him.

In relation to the goal there are positive and negative characteristics *of yourself* which must be taken into account. The facilitating factors might be:

- I already have good rapport with him;
- I have experience in working through a strength group format; and
- I care about his gaining this skill.

The inhibiting factors might be:

- an impatience if things don't move rapidly enough;
- difficulty at times empathizing with this type of child; and
- a tendency not to follow through on actions like this once they've been started.

Given all of the above you now have a good idea of what you are up against and what you can count on in this area of results achievement. In all cases, the listing of facilitating and inhibiting factors is crucial for our planning of the strategy we will use to cause the particular result to be achieved. We use the *mini-max approach* to planning at this stage. This simply involves looking at your list of facilitating and inhibiting factors and developing a strategy which will minimize the negative and maximize the positive.

The listing of facilitating and inhibiting factors is an informal means of needs assessment. Certain elements on the list might well result from more formal need's assessment techniques. At any rate, by identifying facilitating and inhibiting factors of the target population, situation, and yourself in relation to a given result achievement, you obtain a solid basis upon which to determine realistic success indicators and devise an effective strategy to achieve this outcome.

SOOM — ANALYSIS GUIDE IV

Identifying Subpopulations

The reasons given in the preceding section on subpopulations (limiting the target group and individualizing treatment) can be summed up in the following:

FURTHER SPECIFICATION — Each step in the planning phase involves greater specification, be it in outcomes desired or analysis of steps taken to achieve these outcomes. This relates to Section where clarification of communication was emphasized as a major focus of this approach. Both this and the following step in the planning phase of SOOM helps delineate necessary steps and reasons for them in relation to a given outcome.

Designate Subpopulations on the Basis of Limiting the Target Group or Individualizing Treatment.

1. You need not identify subpopulations in every outcome related plan you have. This is true in relation to your target population because in many situations your target population will be only one individual. As mentioned in the section on subpopulations, however, thinking in these terms will help to further specify your plans in terms of other populations somehow related to the desired outcome. In this section, we will deal only with identifying subpopulations of the target population.

2. Remember, we divide populations into subpopulations for one of two reasons:
   - To limit a target population to a more workable size.
   - To separate a population on the basis of significantly differing needs which dictate that we do different things with different individuals in the population to achieve the same outcome with all of them.

3. Examples:

   A. *Population: Students*
   Need Statement — Students need to see guidance related content as an integral part of their total educational experience so that they might maximize their personal growth by keeping an appropriate focus upon themselves.
   Goal Statement — Students will identify things that they've learned about themselves in regular academic school courses.
   Subpopulation — Students in Mr. Smith's fifth mod Social Studies Class.

   B. *Population: Counselors*
   Need Statement — Counselors need to know just what effect their programs and actions have on the people they're trying to help, so that they can improve these programs and feel better about themselves through a greater clarity and feedback of successes.
   Goal Statement — Counselors will get data on their effectiveness in the school from the individuals involved in the programs designed to serve them.

Subpopulations — Counselors at Bayside High who have skills in evaluation (Ray & Myrna); counselors at Bayside High who lack evaluation skills (Joan & Frank).

4. Explanation of Examples:
   C. The subpopulation named in Example A was a result of simply needing to limit the original population (students) down to a workable target group. The choice of Mr. Smith's class in particular was based on a high readiness factor of both Mr. Smith and the students in this particular class to achieve this outcome. The major reason for identifying a subpopulation here though was merely to limit the target population. The subpopulations identified in Example B were based primarily upon a difference in needs of individuals within the original target population which dictated that we do different things with some of them to achieve the same result with all of them.

5. The Practical Application Exercise on the following page includes all of the categories of planning covered thus far. In an attempt to make this procedure as personally relevant as possible, we would like you to pick some area of concern you have on the job and work it through in terms of planning to achieve some result related to this area of concern. The designation of subpopulations may or may not be included — depending upon the size and characteristics of your original population. Do not complete the section on Facilitating & Inhibiting Factors until you have completed Step V of the SOOM-Analysis Guide.

Remember, when you come to the step of designating subpopulations, there are two questions to ask yourself:

1. Is this target group small enough for me to realistically be able to cause some outcome to be achieved? If not, limit it further.

2. Are the needs of individuals within this original population similar enough that I can do the same thing with all of them to achieve the given outcome? If not, break the population down into subpopulations based on different treatment needs.

PRACTICAL APPLICATION EXERCISE

(Follow this outline on separate sheets)

AREA OF CONCERN:

POPULATION:

NEED STATEMENT:

GOAL STATEMENT:

SUBPOPULATIONS:

FACILITATING AND INHIBITING FACTORS

SOOM — ANALYSIS GUIDE V

Facilitating and Inhibiting Factors

REALISM — No matter how diligent we are in applying formal needs assessment techniques, we won't come close to tapping *all* of the factors relevant to outcome achievement. By maintaining a mental set of looking at the facilitating and inhibiting factors of the target population, situation and self, one can do an effective job of covering many more vital areas.

BUILDING BLOCKS — The labeling of facilitating and inhibiting factors is the last information gaining activity before one actually develops a specific "Success Indicator" and implements a plan. They are the final building blocks upon which the strategy is based. If they are ignored or grossly inaccurate, the chances of outcome achievement are greatly reduced.

Identify the Facilitating and Inhibiting Factors of the Target Population, Situation and Self in Relation to a Given Outcome.

1. There are essentially three questions we must ask to determine the facilitating and inhibiting factors related to a given outcome achievement.
   They are:

   A. What characteristics or actions, past or present, of this population (subpopulation) are going to help achieve this outcome and which ones are going to make it tough for them? Remember, they must be *characteristics of the target population or subpopulations.*

   B. What characteristics of others in the significant environment and what logistical factors of the situation are going to help or hinder outcome achievement? Remember these must be *characteristics of the significant environment and total situation.*

   C. What characteristics or actions, past or present of myself are going to help this target group achieve this outcome and which are going to hinder them? These must be *characteristics of yourself.*

2. This step in the planning phase perhaps more than any of the others can be learned more effectively through immediate application. Simply ask the above three questions and write your responses in the space provided. You may want to refer back to the example given in the monograph on facilitating and inhibiting factors for more detail. Be sure to discuss your responses in relation to the facilitating and inhibiting factors of yourself with someone else since this area is one in which additional perceptions are most helpful.

DISCUSSION DEVELOPMENT EXERCISE

On a separate page, write your own review of the entire process up to this point. Include areas you are as yet unclear on so that you can answer some questions for yourself.

SOOM — ANALYSIS GUIDE VI

Writing and Achieving Success Indicators

We have already spent quite a bit of time establishing the importance and validity of success indicators. Before actually going through the process of writing one we wish to make one additional point.

A success indicator is simply a *sample* of the total realm of behaviors which would ideally demonstrate that the goal had been achieved. In this respect it is very much like a test a teacher would give to students at the end of a particular unit. Such a test never includes all of the facts nor all of the instances of desirable generalizations of conceptual material which the teacher hopes have been learned by the students. The fact that success indicators too are only samples is relevant in that this might cause you to have certain feelings of doubt.

You may feel after writing a success indicator that it just doesn't encompass all that you had originally hoped. This is a very common occurrence among teachers after constructing a test as well. The reason for this type of dissatisfaction is the sampling nature of both tests and success indicators. In both cases, the best that can be achieved is an indication of success. By learning to write success indicators you can gain the greatest degree of clarity and accuracy possible in the process of sampling behavior.

There are several reasons given for other parts of the total process which are relevant here. We will mention, however, only those reasons unique to the writing of success indicators.

FEEDBACK — success indicators involve automatic feedback as to the effectiveness of a particular program or action. With this feedback we can see where we have failed and correct the failure, or we can see where we have succeeded and just feel good about that. This type of feedback is invaluable in developing effective programs in counseling and guidance.

ACCOUNTABILITY — success indicators provide a definite goal to work toward. The fact that there is some kind of deadline helps us to become more accountable to ourselves and others for getting something done. Since they give us a good idea of where it is we want to go, we have a better chance of getting there.

Designate Success Indicators for Each Written Goal

Follow the Steps Given Below

Take a look at one of the goal statements you've written. Ask yourself the question, given all the relevant factors, what will realistically show that the population has successfully achieved a part of the goal? There are several key elements involved in the effective answer to this question.

Characteristics of success indicators:

Qualify the Subject — in order to feel the population as a group has been successful, what percentage of this population must succeed? Make a realistic assessment of percentages based upon facilitating and

inhibiting characteristics and difficulty of the success criteria.

Qualify the Criteria — the criteria must somehow be measurable and realistic. Criteria are also qualified in that to succeed on a test of some type you may feel that getting 8 out of 10 questions correct will be considered successful.

Dated — there must be a deadline by which you can tell whether an individual did or did not succeed.

Consistency — the subject of the success indicator (the WHO) must be the same as the subject of the need and goal statements to which it relates. It may differ only in that it may be a qualification of the subject in the goal statement.

Perception — it is your own perception of what a particular population should be able to do to successfully achieve some part of the related goal. We say "some part of the goal" because, just as in the case of there being more than one goal associated with a need, there are most often more than one success indicator associated with one goal.

Specificity — you must be specific enough to have clear in your mind the situation in which the success indicator will be applied.

Example Population — Students

Area of concern — develop a curriculum of guidance related content.

Need Statement — Students need to see guidance related subjects as an integral part of their total educational experience so that they might maximize their personal growth by keeping appropriate focus upon themselves.

Goal Statement — Students should be able to identify things that they've learned about themselves in regular academic school courses.

Sub-Populations — Mr. Smith's fifth mod - Social St.

Facilitating Factors	*Inhibiting Factors*
— Several high self-concept students	— Don't see personal learning as legitimate education
— The instructor emphasizes the affective	— Tend to reject anything smacking of sensitivity training
	— Since no grade is given it's less important
— Favorable attitude of principal to affective education	— Little time to do it in
— Good rapport with kids and teachers	— Overanxious, push too hard
— Feel confident in group work	— Feel everyone shares my enthusiasm too easily

Success Indicator — 90% of the students in Mr. Smith's fifth mod Social Studies class will write at least four, "In this class, I learned that I . . .", statements, which according to the teacher's and my judgment reflect personal learning related to that class by the end of their session on November 15th.

Example Population — Counselors (Teachers, administrators)

Area of concern — Evaluate the guidance program.

Need Statement — Counselors need to know just what effect their programs and actions have on the people they're trying to help, so that they can improve these programs and feel better about themselves through a greater clarity and feedback of successes.

Goal Statement — Counselors will gather data on their programs in the school from the individuals involved in the programs.

Sub-Population — Counselors at Bayside High who have skills in evaluation (Ray & Myrna); counselors at Bayside High who lack evaluation skills (Joan & Frank).

Facilitating Factors	*Inhibiting Factors*
(Given for Joan & Frank combined)	
— Both respect Ray & Myrna	— See evaluation as an extra
— Seem envious of the results shown by other counselors	— See evaluation as someone else's job
— Lots of natural contact occurs	— Don't understand the concept
— Evaluation slightly endorsed by Administration	— Openly expressed hostility toward having to get any kind of feedback
— I have realistic expectations	— No real leverage to use
	— Enough busywork for them to hide behind
	— Distrust their motives
	— I get frustrated quickly with them

Success Indicator — Joan and Frank will obtain written feedback on the highpoint and lowpoint of the session from 90% of the students in attendance at their second Guidance Seminar meeting and present this material to all the other counselors at the department meeting the following Monday.

(Several success indicators could be listed for any one goal statement)

Some Points About the Examples:

In Example A

The population is qualified — "90% of the students"
The criteria is measurable — "write at least four, etc."
The criteria is qualified — "at least four"
It is dated — "end of their class on November 15"
There is consistency — students are still the subject, but are qualified to being students in specific classes
There is specificity in situation — "Mr. Smith's fifth mod", etc.

In Example B

The population is qualified — "Joan & Frank"
The criteria is measurable — "present this ". . . written feedback on the highpoint and lowpoint of the session from 90% of the students in attendance"

The criteria is qualified — "from 90% of the students"; "present this". It is dated — "second Guidance Seminar" . . . "department meeting the following Monday"

There is consistency — counselors are still the subject, but are qualified to only Joan & Frank.

There is specificity in situation — "second Sophomore Seminar" . . . "department meeting".

Write out a success indicator for your goal statement in Practical Application Exercise .

Use the above as a checklist for these success indicators (also use the section on characteristics of success indicators on the previous pages). Only write one success indicator for each goal statement to start out with, you can add others later if you wish. Since this involves greater clarity in thinking it may be awkward at first. It will take some practice until you can go through the entire process with ease.

One other important point related to the entire process needs some mention. It may well be that you'll want to change the need statement, goal statement, or whatever, as you go through the process. This is not a mistake, but a natural part of the process. Feel free to make these changes as you work toward greater clarity in expression of objectives.

Super-Congratulations — if you've gotten this far successfully you are probably fairly familiar with and have some mastery of the entire basic process. Please note, however, that we haven't dealt with what we do to facilitate the achievement of success. That is the next step.

SOOM — ANALYSIS GUIDE VII

Implementation Activities

What you do to influence achievement of one success indicator is the single most important factor determining success or failures. By looking closely at the facilitating and inhibiting factors as they relate to your success indicator you have some helpful data to devise an effective implementation plan. Some of the reasons for being explicit in designating implementation activities include:

BRIDGING THE GAP — writing down your own implementation activities is a necessary step in bridging the gap between thought and action. It is the first opportunity to focus on your responsibility in influencing change. It makes clear the reality of necessary intervention on your part in order to achieve success. In so doing, time commitments, personal contacts and practical deadlines become of immediate relevance and concern.

CROSS-CHECK — there is only one way to improve the achievement of a particular success indicator and that is by developing more effective implementation activities. Just as experiments in science and human behavior compare different treatments to see which is most effective in achieving a given result, we must do the same. By cross-checking implementation activities with another individual working toward the same success indicator we can gain much valuable information to help in improving services.

IMPLEMENTATION ACTIVITIES — write a plan of activities to facilitate achievement of a success indicator.

We've already mentioned implementation activities to some extent in Section . Although it is extremely important, it is also quite simple. The key elements in your implementation plan are: 1) inclusion of people to contact; 2) chronological order of activities; 3) deadlines for each activity and; 4) a general statement of purpose of the activity.

In our two examples we will present the facilitating and inhibiting factors and success indicator followed by the implementation activities.

Example A:

Facilitating Factors	*Inhibiting Factors*
Several high self-concept students.	— Don't see personal learning as legitimate education.
Both instructors emphasize the affective.	— Tend to reject anything smacking of sensitivity training.
Favorable attitude of principal to affective education.	— Since no grade is given it's less important.
Good rapport with kids and teachers.	— Little time to do it in.
I feel confident in group work.	— I'm overanxious, may push too hard.
	— I tend to assume everyone shares my enthusiasm too easily.

Success indicator — 90% of the students in Mr. Smith's fifth mod Social Studies class will write at least four "In this class, I learned that I . . ." state-

ments, which according to the teachers and my judgment reflect personal learning related to that class by the end of their session on November 15.

Implementation Activities

— Meet with Mr. Smith to share this outcome and my concerns by September 5th.

— Have Mr. Smith observe one of my groups in which I'll use this same personal learning format by September 18th.

— Jointly choose with Mr. Smith both the best way to present this experience to students and the class session in which to try format by September 26th.

— Be involved in Mr. Smith's class in some helpful capacity he requests by September 28th to build additional rapport.

— Make arrangements to meet with Mr. Smith after the initial attempt to make any changes if necessary by September 30th.

— Meet and go over data with Mr. Smith after the completion to set up some follow through activity by November 15th.

— Record my evaluation of degrees of success in reaching this success indicator by November 20th.

Example B:

Facilitating Factors

— Both respect Ray and Myrna.

— Seem envious of the results shown by other counselors.

— Lots of natural contact occurs.

— Evaluation slightly endorsed by administration.

— I have realistic expectations.

Inhibiting Factors

— See evaluation as an extra.

— See evaluation as someone else's job.

— Don't understand the concept.

— Openly expressed hostility toward having to get any kind of feedback.

— No real leverage to use.

— Enough busywork for them to hide behind.

— I get frustrated quickly with them.

— Distrust their motives.

SUCCESS INDICATORS

Joan and Frank will obtain written feedback on the highpoint and low point of the session from 90% of the students in attendance at their second seminar meeting and present this material to all the counselors at the department meeting the following Monday.

Implementation Activities

— Present my own feedback results to the others at a department meeting to emphasize the benefits its had for me by January 10.

— Have Ray and Myrna present some of their feedback results at a time during the following meeting by January 17.

— Discuss with other counselors some ways to get some feedback I need in the seminars. Get some beginning involvement of Joan and Frank by January 21.

— Put the topic of "How can we know how we're doing" on the agenda and facilitate answers to questions raised by Frank and Joan by January 24th.

— Have both Joan and Myrna sit in on a seminar of Ray or Myrna to give some feedback on achievement of goals by January 30th.

— Have Ray or Myrna suggest finding out what the highpoint and low points are in the second seminar run by each of us by February 12th.

— Create a simple form to be used in collecting this data by February 15th to make the gathering of it as simple as possible.

— Talk with the principal and have him reinforce this effort on the part of each counselor by February 15th.

— Have each counselor share the data they've obtained at the February 22nd meeting.

— Reinforce and set up a follow through mechanism by February 28th.

SOME POINTS ABOUT THE EXAMPLES

It may well be that the implementation activities specified above would not be effective in achieving success. They certainly do not include all the necessary activities related to the specific success indicator. This is realistic, no list of implementation activities will be complete. It needn't be. The two lists given above are sufficient to indicate a particular strategy.

In example A the strategy was quite direct — actually sharing the success indicator with Mr. Smith. In example B the strategy was less direct with a good deal of dependence on Ray and Myrna for support. In both cases the different strategies are determined by the unique set of facilitating and inhibiting factors. If they aren't successful you will have some good data as to why. Chances are, however, that by maximizing the facilitating and minimizing the inhibiting factors this general strategy will be successful.

INDIVIDUAL AND ORGANIZATIONAL USE OF SOOM

INDIVIDUAL IMPROVEMENT OF SERVICES

Throughout this monograph we have emphasized that the management skills presented can be used by the individual pupil personnel worker regardless of the emphasis within the organization at large. Using a SOOM analysis (or your adaptation of it) in your area will result in increased personal rewards and effectiveness of services. A good part of these benefits depends upon what you do with the additional information provided by this process.

Once you have completed the SOOM analysis process, carried out your implementation plan and reached your success indicator to some degree you are able to do a realistic assessment of your efforts. You may wish to ask yourself some of the following questions:

— If I failed, why did I fail?

— If I failed, is this success indicator worth spending time and effort on again?

— Was the success indicator realistic?

— How could my strategy be made more effective?

— Were there some extraneous benefits to myself or others which resulted from working toward this success indicator? What were they?

— What have I learned from my work in this area which might be helpful to others?

— What have I learned about myself through this process?

— If I succeeded, why did I succeed?

— What do the results here have to do with my priorities?

— What re-assessment should I do of my services based upon these results?

— How and with whom should I share my successes?

All of these questions are possible leads to positive changes in the focus and implementation of your services. This type of continual re-assessment of outcomes and improvement of services is the natural end product of a SOOM approach.

All of these benefits of using SOOM on an individual level can be increased if extended to the organizational level. The following section deals briefly with the use of SOOM by a department head or organizational superior on this broader level.

The Manager and His Part

It is imperative that a manager of Pupil Personnel Services base his understanding and behavior on the concepts underlying results management theory. His main job then becomes to effectively use his skills and talents in utilizing all of the resources available to him. This implies that he assist his colleagues and staff to develop to their highest ability. He places his major effort on motivating his staff to use special talents, creative ideas, and cooperative adventures. An effective manager views his staff as having unique competencies and areas of interest in their position. He allows individuals and departments to choose outcomes that seem important to the

professionals involved. He creates opportunity for self-development in every staff member via in-service activities, workshops, visitation by consultants, and any other viable means.

He encourages risk-taking behavior to provide for new strategies to obtain stated outcomes. In every possible way he nurtures responsibility in his staff. Through all of these ways the manager allows departments or its members autonomy in decision making and encourages individuals to keep their superior timely and appropriately informed regarding activities and successes. In addition the department needs to provide data for the manager to carry out his responsibilities, such as, budgetary duties, special needs, and important duties beyond required reports.

Much has been written in educational journals about responsibility, but all too few understand what it means. Only when a manager gives up his management by directives and power — the frequent pattern — and becomes an assessor, developer, encourager, auditor, can he nurture responsibility in others. He does this on the premise that the competent specialist who is committed to the outcomes of his own choosing will effectively direct and control his own behavior, thus not requiring the manager to do it for him. If a manager drops power and control activities and substitutes a role of facilitator, he changes his role from initiator of directives to that of developer of resources.

The major participation of the manager can come through shared participation in developing goals and setting success indicators. Typically the commitment and support of the manager is needed in developing realistic interpretations of needs, setting goals, the establishment of success indicators and conducting performance reviews within his division or department.

An effective SOOM manager will recognize the need and provide for individuals to set personal goals along with organizational goals.

Self-Other Outcome Management is based on the proposition of leading by ability rather than authority. This implies that the manager as a leader has enough trust and self confidence that he does not have to use power or authority to manage his individual or department activities. This may imply that the manager needs to check upon his own approach in using results to determine if a change in his style is needed.

Organizational Goals

To have an effective framework for the professional to shape his outcomes, the school system should provide several reference points for him to consider.

The first of these is a statement of educational philosophy which generally originates from the Board of Education. This document frequently

reviewed for update by its creators, should list the basic positions of the district relative to the needs of the populations they serve.

A second reference point which is extremely valuable is a long range plan including district goals. This would further shape the direction for the major emphases of the district and provide guidelines for the development of available resources to gain needed outcomes.

Finally, in conjunction with SOOM, each department should develop its own statement of philosophy which spells out major areas of involvement as they relate to the general philosophy of the school.

In summary, the manager has a very significant role to consider. He needs to realize that each individual has much greater potential than what he uses. The question is how this potential is developed? He needs to allow specialists the privilege to make decisions and assume responsibility, and to nurture in them self-evaluation and self-control. Only then can he as manager be primarily interested in whether the desired outcomes are obtained. In turn, individuals can then feel free to assist their superior, anticipate problems, and aid in creative, preventative organizational problem solving.

Continued Use of SOOM

Your mastery of this material or personal adaptation and reactions to it place you well on your way to increasing satisfaction and success on the job. Hopefully, you will receive support for your efforts from others within your organization. If done effectively, the personal rewards will be many. Only by maintaining a commitment to effective management of self and others, however, will the potential benefits be realized.

It is the authors' hope that this material has been of benefit to you in your attempts to improve services. We would like to hear of your adaptations and actions in this area. We look forward to mutual support and encouragement in our continuing efforts to increase the effectiveness, satisfaction and quality in the area of Pupil Personnel Services.

ADDENDUM

At Hopkins we are currently experimenting with two separate management systems to match different organizational structures. Almost all of those involved in these projects have developed skills in the SOOM procedures for planning and management presented in this monograph. As mentioned previously, however, these basic skills are only the pre-requisites to an organizational management system.

The first system involves eight elementary counselors, eight elementary principals, the director of elementary education and a feedback and review committee composed of students, parents and teachers. The director of elementary education wrote a brief description of his expectations for elementary counseling, including areas he would like to see emphasized. Counselors developed an accountability statement including all of the activities and outcomes they felt might fall within their job description. After consultation with the principal in their respective schools and negotiation with the head counselor, each counselor then developed a set of from one to four key success indicators for a specified time period. (Example of one key objective: At least 50% of the returning K-4 teachers will order an appropriate developmental guidance kit by May 31st). These key objectives designated the top priorities or areas of emphasis for that given time period. Each counselor and principal then chose jointly a committee representative of the populations the counselor served. Size of the committee ranged from five to eight and in all cases included at least the principal, a student, teacher, and parent. The committee then met with the counselor for the purpose of developing a greater mutual awareness of what the counselor was up to and as an aid in making counselor performance more effective. Committee members offered suggestions which sometimes led to changes in success indicators and other times to more specific plans as to how others could help the counselor in outcome achievement. The final choice of objectives always remained the responsibility of the counselor.

This initial meeting was followed by a brief check on counselor performance midway through the time period and a second feedback and review session. At this session the counselor gave his own evaluation and comments concerning key success indicator achievement and committee members presented additional information from their population. Success indicators for the ensuing time period were set at this meeting. A record was kept by the head counselor of all key objectives and self evaluations. In this way unrealistic success indicators and certain pitfalls of already attempted success indicators can hopefully be avoided in the future.

Informal evaluation of this management system is extremely encouraging. Formal evaluation is in process. The system is set up in total to include four sessions at three month intervals.

The second system involves four speech clinicians who unlike the elementary counselors are directly responsible to the coordinator of pupil personnel services. The process differs from that above in that the coordinator of pupil personnel services wrote out a statement of expectations and emphasis and held individual feedback and review sessions with each clinician involved. This is a more traditional system much like that used in business and it too appears to be having a very positive effect.

A note of warning might be well taken in relation to the above. We have presented only brief descriptions of two ongoing management systems. We have not mentioned what went into developing a state of readiness to implement them, nor the many difficulties encountered. To attempt to duplicate the above without concern for these and other factors would almost certainly be a mistake. Caution, careful planning and consultation with management systems people in education are a must before attempting to develop an effective management system for your own school setting.

MANAGEMENT BY OBJECTIVES BIBLIOGRAPHY

BOOKS:

Armstrong, R. J., Cornell, T. D., Kramer, and Roberson, E. W., *Implementing Management by Objectives.* Tucson: Educational Innovators Press, 1973.

Batten, J. D. *Beyond Management by Objectives,* New York: American Management Association, 1966.

Beck, Arthur C., Hillman, Ellis D. *A Practical Approach to Organizational Development Through MBO,* Menlo Park, California: Addison-Wesley, 1972.

Drucker, Peter. *Managing For Results,* New York: Harper & Row, 1964.

Drucker, Peter. *The Practice of Management,* New York: Harper & Row, 1954.

Ducan, Anne and Hively, Wells. Unpublished Manuscript, University of Minnesota, Minneapolis.

Gable, Frank. *Third Force: The Psychology of Abraham Maslow,* New York: Grossman, 1970.

Gellerman, Saul. *Motivation and Productivity,* New York: American Management Association, 1963.

Holt, John. *How Children Fail,* New York: Dell, 1964.

Hughes, Charles. *Goal Setting,* New York: American Management Association, 1965.

Maslow, Abraham H. *Eupsychian Management,* Illinois: Irwin Dorsey, 1965.

Maslow, Abraham H. *Religions, Values and Peak Experiences,* Ohio: Ohio University Press, 1964.

McGregor, Douglas. *The Human Side of Enterprise,* New York: McGraw-Hill, 1960.

McGregor, Douglas. *The Professional Manager,* New York: McGraw-Hill, 1967.

McKonkey, Dale. *How to Manage by Results,* New York: American Management Association, 1967.

Miller, Ernest. *Objectives and Standards of Performance in Financial Management,* New York: American Management Association, 1968.

Miller, Ernest. *Objectives and Standards of Performance in Marketing Management,* New York: American Management Association, 1967.

Miller, Ernest. *Objectives and Standards of Performance in Production Management,* New York: American Management Association, 1967.

Morris, Charles. *Varieties of Human Values,* Chicago: University of Chicago Press, 1956.

Morrisey, George. *Management by Objectives and Results,* Massachusetts: Addison-Wesley Publishing Company, 1970.

Odiorne, George. *Management by Objectives,* New York: Pitman Publishing Company, 1965.

Raths, Louis E., Harmin, Merrill, and Simon, Sidney B., *Values and Teaching,* Ohio: Merrill Publishing Company, 1966.

Rogers, Carl R. *Freedom to Learn,* Columbus, Ohio: Merrill Publishing Company, 1969.

Schaffer, Robert. *Management by Total Objectives,* New York: American Management Association.

Schleh, Edward. *Management by Results,* New York: McGraw-Hill, 1961.

Valentine, Raymond. *Performance Objectives for Managers,* New York: American Management Association, 1966.

ARTICLES:

Blocher, Don and Ferguson, John. Assessment and Projection of Guidance Services, Des Moines Public Schools, 1970.

Corey, Milton O. Management by Objectives, *Training and Development Journal*, September 1967.

Drucker, Peter. School Around the Bend, *Psychology Today*, June 1972.

Drucker, Peter. Managing for Business Effectiveness, *Harvard Business Review*, May-June 1963.

Jackson & Bedford. Educational Objectives and the Joys of Teaching, *The School Review*, Autumn 1965, p. 267.

Lide, Pauline. Determining the Present Function of School Social Workers. In *Helping the Troubled Child*. New York: National Association of Social Workers, 1959.

Mee, John F. The Zeigarnik Effect, *Business Horizons*, June 1969.

Managing by — and with — Objectives, *Studies in Personnel Policy*, Number 212 (National Industrial Conference Board).

Ojemann, Ralph. Should Educational Objectives be Stated in Behavioral Terms, Part II, *The Elementary School Journal*, February 1969, p. 229.

A Program of Organization Development, a pamphlet from the Industrial Relations Center, The University of Chicago.

The Systems Approach to Managing by Objectives, *Systems and Procedures Journal*, September-October 1965.

Thomas, Walter. Toward a Concept of Affective Education, Paper Presented, First Affective Education Conference in San Diego, 1970.

APPENDIX

PARENTAL NEEDS ASSESSMENT

Parent Interview (K-12)

I. Did they get name of counselor: Yes

II. Any contacts? Yes___ No___ This year?___ Last year?___

How initiated? By counselor

Nature

a. Visit to school_____ Was child present? Yes__ No__

b. Phone _____

c. Letter _____

d. Visit to home _____

General topic of contacts

a. Vocational planning _____

b. Educational planning _____

c. Personal-social _____

d. School adjustment _____
   1. Absenteeism _____
   2. Underachieving _____

e. Other _____

III. If you could have any kind of assistance from the counselor for any needs of _____, what would it be?

_____ Educational planning

_____ Vocational

_____ Interpersonal concerns

_____ Parent-child relationship

_____ Teacher-pupil concern

_____ Decision-making

_____ Study skills

IV. Any other areas of assistance for _____ that you would like.

V. As a parent of _____ _____ (a _____ grade student) if you could have any kind of assistance from a counselor, what would be your highest need?

_____ Educational-vocational information

_____ Course planning

_____ Child-teacher problems

_____ Post-high school information

_____ Adjustment problem

_____ Parent-child communication

VI. Any other areas of assistance that you as a parent would like?

VII. In the area of counselor's assistance to teachers, if you could suggest any kind of assistance to promote better learning, what would it be?

_____ more home-school communication

_____ improved teacher-student communication

_____

VIII. Any other area of counseling assistance to teacher interaction that you would especially like.

IX. What special assistance do you suggest counselors provide for the community as a whole?

X. Any special comments you would like to make about the assistance counselors should provide.

HOPKINS PUBLIC SCHOOLS
GUIDANCE ASSESSMENT STUDENT QUESTIONNAIRE*

School _____ Building Code _____ Male ___ Female ___

Course or Curriculum in High School (general, college preparatory, business, agriculture, etc.) _____

You have been selected to be a part of a study of guidance. The aim of this study is to try to find out how much and in what ways students have been helped by school guidance; this information will help schools to give better guidance to future students.

With each school, a random sample of students has been selected, and your name was one of those drawn. With your help this study can be of real value to future students. It is important that you be as frank and accurate as you can in answering the questions. Feel free to make any comments you wish on the form, using the back if you need more space. Please answer all the questions. Thank you for your cooperation.

1. If you have a problem in trying to decide on a career or area of study for a vocation, whom would you be most likely to go to for help on this problem?
   _____ A. Counselor
   _____ B. Other school personnel
   _____ C. Relative
   _____ D. Other _____

2. If you had a problem relating to school (classes, teachers, etc.,) to whom would you most likely go to for help on this problem?
   _____ A. Counselor
   _____ B. Other school personnel
   _____ C. Relative
   _____ D. Other _____

3. If you have a personal problem that was of real concern to you, to whom would you be most likely to go to discuss the problem and seek help (or whom did you go to see if you did have such a problem).
   _____ A. Counselor
   _____ B. Other school personnel
   _____ C. Relative
   _____ D. Other _____

4. Have you ever been to see a school counselor? Yes _____ No _____

5. If "yes" to the above, please try to remember as exactly as you can how many times you visited with a counselor in:
   _____ 7th grade
   _____ 8th grade
   _____ 9th grade
   _____ 10th grade
   _____ 11th grade
   _____ 12th grade

*Adaptation of more extensive evaluation done by Don Blocher, University of Minnesota and John Ferguson, University of Missouri.

6. Please estimate as closely as you can how long these visits were, usually or on the average in minutes.

_____ A. 1-10 minutes
_____ B. 11-20 minutes
_____ C. 21-30 minutes
_____ D. More than 30

7. For what reason (or reasons) did you see the counselor?

8. Was it of help to you to see the counselor? Please tell just how it was helpful, or the kinds of help you were given, if any.

9. Please check on the scale below how helpful you feel the counselor has been to you in any way, whether or not you have had private conferences with him. A check at "1" would mean you really have not received any help at all from him; a check at "7" would mean he has been extremely helpful.

1	2	3	4	5	6	7
No Help At All						Extremely Helpful

10. Check the following items in ways in which the counselor gives assistance to students and in ways the counselor should give help.

	Gives Help	Should give Help
A. Gives or helps students get information about colleges.	____	____
B. Gives or helps students get information about trade or vocational schools or military training.	____	____
C. Explains test scores to student.	____	____
D. Helps students get information about jobs in the community.	____	____
E. Helps students get to know or get oriented to the school.	____	____
F. Helps students decide on and make changes in subjects.	____	____
G. Helps students plan their total high school program.	____	____
H. Helps students to better understand their own abilities, interests, and aptitudes.	____	____
I. Helps students develop better study skills.	____	____
J. Works with students trying to decide on a school or college to attend.	____	____
K. Helps students find part-time or summer jobs.	____	____
L. Helps graduating seniors find jobs.	____	____
M. Helps students who are dropping out find jobs.	____	____

N. Works with students who have personal or social concerns such as feeling left out, shyness, nervousness, trouble with the family, etc. ____ ____
O. Helps students who are in trouble in school. ____ ____
P. Works with students in trying to decide on a career. ____ ____
Q. Helps students by having visits with their parents. ____ ____
R. Helps handicapped students. ____ ____
S. Helps students make the most of special talents or abilities. ____ ____
T. Dating problems. ____ ____
U. Discussion of drug abuse problems. ____ ____
V. Helps teachers with classroom problems relating to teacher-student communication. ____ ____
W. Helps teachers with group activities within the classroom. ____ ____
X. Helps students in other ways. (Please tell how.)
_____ ____ ____

HELP MOST NEEDED:

1. To complete my course of study I need help:
   A. Acquiring study skills
   B. Completing course assignments
   C. Earning satisfactory grades
   D. Maintaining satisfactory school behavior
   E. No help needed at this time
   F. Other

2. I need the most help with:
   A. Tests that will help me with my career plans and decisions
   B. High school course selection
   C. Personal problems
   D. Jobs or occupations after high school
   E. College or college plans
   F. Relationships with teachers
   G. No help needed at this time
   H. Other _____

3. In planning my career, I need the most help with:
   A. Training requirements
   B. Salaries and pay scales
   C. Work and social roles
   D. Job skills and behaviors
   E. Job trends and opportunities
   F. All of the above
   G. No help needed at this time
   H. Other _____

DIRECTIONS: Will you please check (X) *Yes* or *No* to indicate your feelings about each question? If you feel that you cannot give a definite *Yes* or *No* answer, will you check (X) in the space marked (?).

___Yes ___No ___? 1. Does your school help you to consider information about yourself related to your future educational and vocational plans?

___Yes ___No ___? 2. If you had a personal problem, would you feel free to discuss it with your school counselor?

___Yes ___No ___? 3. Does your school counselor help you to understand the meaning of your test scores? (Examples: school ability, achievement, and aptitude.)

___Yes ___No ___? 4. Has your school provided your parents an opportunity to discuss your educational plans?

___Yes ___No ___? 5. Do you have access to the information you want and need about your and other schools which offer post-high school education?

___Yes ___No ___? 6. When you entered this school, were you helped to learn about your school and how to get along in it?

___Yes ___No ___? 7. Have you had an opportunity to discuss with your school counselor approaches to solving problems with which you have been faced?

___Yes ___No ___? 8. Have your parents ever talked with your school counselor?

___Yes ___No ___? 9. Have you been helped to plan the subjects and activities you need and want to take while you are in high school?

___Yes ___No ___? 10. Can you talk about your real feelings about things with your school counselor?

___Yes ___No ___? 11. Do your teachers discuss the various occupations which are related to the subjects taught by them?

___Yes ___No ___? 12. Have you had an opportunity to participate in group discussions about the concerns of students?

___Yes ___No ___? 13. Has a counselor helped you to examine your abilities, personality traits and interests as they may pertain to your future plans?

___Yes ___No ___? 14. Do you feel that your school experiences have provided you with opportunities to develop self-reliance?

NEEDS ASSESSMENT FOR COUNSELING PROGRAM

Gatewood Elementary School
Counselor: Gary Perrin

(for Teachers)

Name__ _____ Date_____

Grade Level or Area_____

DIRECTIONS:

I. In column A, please respond to the activity by stating how much time you, as a teacher, would desire this activity for you and/or your students on an average per week.

II. In column B, circle the number that best represents your current awareness of the activity stated. Use the following guide:

1. I have not been aware at all that this activity occurs.
2. My awareness is small and comes to me second-handedly by overhearing others talking about it.
3. I am moderately aware of the activity and where appropriate have had *some* contact directly in the activity with the counselor.
4. I am rather aware of the activity and where appropriate have had moderate involvement in the activity with the counselor.
5. I am very aware of the activity and have had extensive involvement in the activity with the counselor.

III. In column C, taking into account the counselor (his skills, abilities and style) as well as the school situation (you, your students, the community, etc.), please respond with your assessment of how well the objectives for that activity could be met.

a. It is not possible (as I see it) for the activity's objectives to be met.
b. There is a *slight* possibility (as I see it) for the activity's objectives to be met with some revisions or deletions.
c. There is a possibility (as I see it) that the activity's objectives could be met as stated.
d. The activity's objectives could probably (as I see it) be met as they are.
e. The activity's objectives (as I see it) could definitely be met as they are stated.

Activity	Time I Desire	My Awareness	My Assessment
1. Developmental Guidance Activities		1 2 3 4 5	a b c d e
2. Consultant on Classroom Situation		1 2 3 4 5	a b c d e
3. Mediator or Process Person in Teacher Student Inter-action		1 2 3 4 5	a b c d e
4. Consultant and/or Co-worker for Parent Conferences		1 2 3 4 5	a b c d e
5. Assistance in Setting Personal Teaching Goals		1 2 3 4 5	a b c d e
6. Arrange for and/or Conduct In-service Courses		1 2 3 4 5	a b c d e
7. Process Observation of Classroom		1 2 3 4 5	a b c d e
8. Process Staff and Grade Level Meetings		1 2 3 4 5	a b c d e
9. Family Counseling		1 2 3 4 5	a b c d e
10. Consultant to Parents		1 2 3 4 5	a b c d e
11. Family Communication Groups		1 2 3 4 5	a b c d e
12. Conferring with Other Specialists		1 2 3 4 5	a b c d e
13. In-service to Student Teachers		1 2 3 4 5	a b c d e
14. Individual Counseling		1 2 3 4 5	a b c d e
15. Group Counseling		1 2 3 4 5	a b c d e
16. "Bumping" (Informal Contact with Students)		1 2 3 4 5	a b c d e
17. Student Council Supervisor		1 2 3 4 5	a b c d e
18. Conferring with Other Counselors		1 2 3 4 5	a b c d e
19. Conferring with Principal		1 2 3 4 5	a b c d e
20. Conferring with Dr. Bach		1 2 3 4 5	a b c d e

GUIDE FOR NEEDS ASSESSMENT SURVEY

Gatewood Elementary School
Counselor: Gary Perrin

Guidance Services
Directly Beneficial to Teachers

ACTIVITY	POPULATION	OBJECTIVES
1. Developmental Guidance Activities a. DUSO b. SRA—Focus on self c. IPEC d. Values Clarification e. DGE f. Kindle g. Class Discussions	A. Teacher	1. Develops awareness of students needs and thus allows for more adequate and effective planning. 2. Helps establish rapport with students so that teacher's leadership may be more effectively realized elsewhere in class or school. 3. Provides means to work on daily problem-solving rather than purely crisis orientation. 4. Helps teacher develop a repertoire of means to cope with student behavior and learning.
	B. Student	1. Allows child to cooperatively (with class and teacher) explore new ways to deal with problems of learning and growing. 2. Establishes a feeling of being a respected, valuable person and thus can build in a new relevance for school and renew his/her commitment to learning. 3. Allows student to relate to teacher on a personal non-achievement oriented way and thus enhance his personal growth (and productivity). 4. Provides developmental (step by step) means to growing and learning. 5. Accents the positive and can build a renewed feeling of confidence.

ACTIVITY	POPULATION	OBJECTIVES
2. Consultant on Classroom Situation, Child Development and/or Problems.	A. Teacher	1. To learn alternative ways of teaching or coping with problems. 2. To become informed as to previous background (i.e. family history) from counselor's experience.
2. Consultant on Classroom Situation (cont.)		3. To gain assistance and support in discovering how teacher's style may enhance or hinder situation. 4. To have a "sounding board" to bounce ideas around. 5. To have someone who will hear the dilemma and give support (a dry, comfortable shoulder). 6. To receive more in the area of child development and what to expect from a child. 7. To assist in areas such as sociograms to check on student interaction and make plans accordingly. 8. As a source of referrals to people or agencies outside of school for help.
3. Act as Mediator or Process Person in Teacher-Student Interaction and Conflict	A. Teacher	1. To feel support in determining adequate action to take with a student(s). 2. Assistance in seeing wholeness of the problem without first having to set own feelings and beliefs aside. 3. Assistance in hearing where the student is and extend alternatives so that a mutually agreeable solution can be found. 4. A chance to deal with a conflict soon after it occurs and still reach a rational decision where both teacher and student remain O.K. 5. Feel the student's cry of "unfairness" can be judiciously eliminated. 6. Build a positive relationship with the student. 7. Further develop own skills in problem-solving with students.

ACTIVITY	POPULATION	OBJECTIVES
3. Act as Mediator or Process Person in Teacher-Student Interaction and Conflict (cont.)	B. Student	1. To feel as though he/she actually has a voice in the decision reached. 2. To feel that others (the adults) are truly interested in and care about him/her. 3. Help for student to get his meaning across to the teacher in a clear and respectful manner. 4. To gain skills in how to effectively talk to and hear adults. 5. To gain skills in problem-solving that can be applied again later. 6. To build a positive relationship with teacher (and other adults).
4. Consultant and/ or Co-worker for Parent Conferences.	A. Teacher	1. To feel support and have ideas heard and clarified. 2. To be able to reach a mutually (parent and teacher) agreeable solution so that everyone remains O.K. 3. For assistance in hearing the needs expressed by the parent and how to apply that in helping the student. 4. Experience the positive effects of a support system in operation.
	B. Parents	1. To feel support, have ideas heard and clarified. 2. To be able to reach a mutually (parent and teacher) agreeable solution so that everyone remains O.K. 3. To have help in expressing needs so that it isn't in a blaming or defensive manner. 4. To discover a willingness on the part of school to truly use parental input.
5. Assistance in Setting Personal Teaching Goals	A. Teacher	1. To more adequately receive satisfaction from knowing a goal has been met. 2. To more adequately determine what the teacher wants to accomplish.

ACTIVITY	POPULATION	OBJECTIVES
		3. To learn about the process to be able to better apply in class. 4. To use as a support in struggling for certain goals. 5. To use as a guide in cutting out the wasted movements and economizing time.
6. Arrange for and/or Conduct in-service Courses or Meetings on Topics of Interest	A. Teacher	1. To receive training in areas like communications, classroom process, parent conferencing, etc. 2. To have someone coordinate interests of staff so that interaction of staff would increase. 3. To tap as a resource for ideas and people. 4. For a ready source to meet current needs of staff members.
7. Process Observation of Classroom (Using Criteria Agreed to by Teacher). See Process Observation Sheet, for Example.	A. Teacher	1. To receive direct, specific feedback on a lesson's objectives. 2. To receive assistance in determining objectives of lesson. 3. To plan for change in procedure or format to more adequately meet objectives. 4. To receive help in seeing and understanding the various components of a classroom scene and how they work.
8. Process Staff and Grade Level Meetings (no content input). 8. Process Staff and Grade Level Meetings (cont.).	A. Teacher	1. To facilitate communications so that all ideas are heard. 2. To assist the group in staying on the task at hand. 3. To provide assistance in moving the group at "stuck" points. 4. To provide assistance in understanding the system of the group and what is helping or hindering progress. 5. To help insure time spent is used efficiently and effectively. 6. To see a model for hearing and synthesizing ideas. 7. To further develop clear-cut methods to economize meetings (in a didactic-learning way).

ACTIVITY	POPULATION	OBJECTIVES
9. Family Counseling	A. Teacher	1. Provides new learning on how child has learned to function within the family and can lead to more effective classroom interaction. 2. Allows teacher to develop a larger repertoire of means to cope with parents and also to cope with other student problems. 3. Develops rapport and a deep-seated support for teacher and school from the family. 4. Develops in depth for teacher (and counselor) the workings of a support system as they team to assist the family. 5. Gives teacher a clear sense of "family systems" and their impact on the child.

Services Indirectly Beneficial to Teachers

ACTIVITY	POPULATION	OBJECTIVES
10. Consultant to Parents	A. Parents	1. To learn alternative ways of coping with children. 2. To gain information as to how children grow and learn. 3. As a source of referrals to outside agencies. 4. As a "sounding board" to clear on ideas or thoughts about children. 5. To learn "didactically" how they influence child (as parents) and ways to change. 6. To receive assistance in putting together school information and family information.
11. Family Communication Groups	A. Parents	1. To developmentally learn means of communicating within the family. 2. To practice ways of assisting the child (and school) at home —within the group. 3. To build a bridge to school personnel. 4. To learn about children, families, communication, etc., from other parents. 5. To develop a support system with other parents (i.e.—"I'm not alone in this problem"). 6. To help remove feelings of guilt over being a "bad parent" and build on strengths.
12. Conferring with Other Specialists (SLBP, Psychologist, Social Worker, Speech, etc.)	A. Teachers	1. To pool assorted skills (from different disciplines) and information to assist in a student problem. 2. To check back on how progress is taking place in various areas to feedback to teacher. 3. To speed up referral process so teacher gets information faster. 4. To further develop ideas on how to assist teacher and/or student. 5. To receive feedback on how program is progressing for student.

ACTIVITY	POPULATION	OBJECTIVES
13. In-service to Student Teachers (and possibly supervising teachers).	A. Student Teachers	1. To gain skills in classroom systems and communication. 2. To gain skill in problem-solving with class or individual students. 3. To learn skills in dealing with parents. 4. To gain background on goal-setting and evaluation. 5. Other skill areas as determined by student teachers and/or supervising teachers.
14. Individual Counseling	A. Student	1. To allow student to develop an in-depth relationship for understanding and support. 2. To allow student to set personal or academic goals. 3. To make personal changes. 4. To begin letting off negative feelings of school, teachers and/or parents, etc. 5. To develop a personalized change program for a troubled student.
15. Group Counseling	A. Student	1. To develop in-depth relationships for support and understanding. 2. To build in a reality-check-system with the other students. 3. To assist each other in setting personal or academic goals. 4. To develop change programs for group members to work on. 5. To build understanding of fellow students and learn from them, their situation and program. 6. To work on problem-solving skills in a group setting. 7. To further develop communication skills with fellow students.
16. "Bumping" (Informal contacts with the student).	A. Students	1. To assist student dealing with a current "here and now" problem.

ACTIVITY	POPULATION	OBJECTIVES
		2. To allow student more informal contact with counselor as possible readiness for more involved work later. 3. As follow-up to previous work with student.
17. Student Council Supervisor	A. Students	1. To assist in running student council. 2. To share with students in council some of where staff is on certain issues. 3. To assist student council leaders in learning leadership skills.

Activities for Counselor

	ACTIVITY	POPULATION	OBJECTIVES
18.	Conferring with Other Counselors	A. Counselor	1. To receive support from counselors in work at Gatewood. 2. To receive feedback on ideas and projects for Gatewood. 3. To receive new ideas from other schools and situations. 4. To develop a sense for how a team (the counselors) can work together.
19.	Conferring with Principal	A. Counselor	1. To receive feedback on program and its effects. 2. To develop new program ideas designed for Gatewood. 3. To analyze the systems in operation at Gatewood to evolve programs.
20.	Conferring with Dr. Bach	A. Counselor	1. To receive feedback on counselor's behavior, activities, interaction, etc. 2. To receive new ideas on how to conduct self and program. 3. To receive feedback on general building programs in order to further enhance.

TEACHER NEEDS ASSESSMENT
NORTH JUNIOR HIGH — HOPKINS

The counseling department is working out our involvement in the Fluid Block program. We are assessing the needs of students and parents as well as teachers.

Please complete the following so that we may make whatever plans and priorities are necessary to satisfy *your* needs for our services.

Please return to one of the counselors P.O. Boxes this week and cross out your name on the faculty roster in the office.

Assumption #1

One or more of the counselors has skills in helping to clarify needs and wishes in student-teacher problem situations and helping work toward a satisfactory situation.

Do you believe this assumption to be true? —yes —no — don't know

If the assumption is true, how much time do you need for this. ——— hours per *week* (average)

Assumption #2

One or more of the counselors has skills in conducting or participating in parent conferences in volatile situations and coming out with productive results.

Do you believe this assumption to be true? —yes —no —don't know

If this assumption is true, how much time do you need for this. ——— hours per *week* (average)

Assumption #3

One or more of the counselors has skills in gathering data from various sources, sharing information and conducting case conferences with teachers.

Do you believe this assumption to be true? —yes —no —don't know

If the assumption is true, how much time do you think you need. ——— hours per *week* (average)

Assumption #4

One or more of the counselors has skills in helping the staff plan and conduct classroom activities which will stimulate growth in the areas of self understanding and self enhancement.

Do you believe this assumption to be true? —yes —no —don't know

If the assumption is true, how much time do you think you need. ——— hours per *week* (average)

Assumption #5

One or more of the counselors has skills in dealing with students who have problems of attitude, interrelationships, values or behaviors.

Do you believe this assumption to be true? —yes —no —don't know

If the assumption is true, how much time do you think your referrals need. ——— hours per *week* (average)

Assumption #6

One or more of the counselors has skills in assessing the learning climate and in helping provide means of making that classroom climate more positive.

Do you believe this assumption to be true? —yes —no —don't know

If the assumption is true, how much time do you think you need. ——— hours per *week* (average)

Assumption #7

One or more of the counselors has skills in dealing with crisis situations involving students in school.

Do you believe this assumption to be true? —yes —no —don't know

If the assumption is true, how much time do you think your referrals need. ——— hours per *week* (average)

Assumption #8 One or more of the counselors has skills in assisting teachers to determine goals and direction for their personal and professional life.

Do you believe this assumption to be true? —yes —no —don't know

If the assumption is true, how much time do you need for this kind of assistance? ——— hours per *year*

Assumption #9

One or more of the counselors has skills in assisting teachers to help create and develop curriculum offerings.

Do you believe this assumption to be true?

If the assumption is true, how much time do you need for this kind of assistance? ——— hours per *year*

Assumption #10

One or more of the counselors has the skills to conduct in-service programs in communications, value clarification, listening, conferencing and counseling skills for part or all of the faculty.

Do you believe this assumption to be true?

If the assumption is true, how much time do you need for this kind of assistance? ——— hours per *year*

Assumption #11

You need to comment on something!

COMMENTS:

FILMED FROM BEST AVAILABLE COPY

OTHER SELECTED MINNESOTA GUIDANCE PUBLICATIONS

Career Education

The Teacher's Role in Career Development
A Resource Guide for Career Development in the Junior High
A Resource Guide for Career Development in the Senior High
Career Awareness in the Elementary School
Career Development Resource Materials K-6
Career Charts
Apprenticeship Training in Minnesota
The Minnesota Filing Plan
Directory of Audio-Visual Guidance Materials

Elementary School Guidance

Facilitating Learning and Individual Development
The Elementary School Guidance Counselor: A Developmental Model
Elementary School Guidance: Demonstration and Evaluation
Additional Studies in Elementary School Guidance

Testing

Minnesota Testing Programs: A Study
Minnesota Test-Norms and Expectancy Tables

Periodicals

The Minnesota Senior
Pupil Personnel Services Journal